

Diagnostic Study of National Efforts to Reduce and Respond to Violence in Ministry of Education Schools in the Hashemite Kingdom of Jordan

2020 - 2021

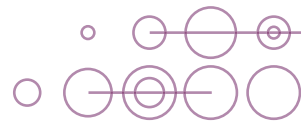


 Safe to Learn



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Acknowledgment

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Disclaimer: *This is a translation. The original report of this diagnostic study is available in Arabic.*





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List of Acronyms

Abbreviation	Definition
DFID	Department for International Development (United Kingdom)
ECD	Early Childhood Development
EMIS	Educational Management Information Systems
FCDO	Foreign, Commonwealth & Development Office (United Kingdom)
GBV	Gender Based Violence
GoJ	Government of Jordan
JRF	Jordan River Foundation
KII	Key Informant Interview
MoE	Ministry of Education
NCFA	National Council for Family Affairs
NRC	Norwegian Refugee Council
SAFE HOME	Safe Home
SRGBV	School Related Gender Based Violence
SSD	Safe Schools Declaration
STL	Safe to Learn
UNFPA	United Nations Population Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Work Agency for Palestinian Refugees
USAID	United States Agency for International Development
VAC	Violence Against Children
WHO	World Health Organisation
WVI	World Vision International





Executive Summary

“Safe to Learn” is a global initiative dedicated to ending violence against children in and through schools. It was launched in 2019 by a core group of members of the Global Partnership to End Violence against Children: UNESCO, UNICEF, UK Department for International Development (DFID) and UNGEI. With a vision of ending all violence against children in schools by 2024, the programmatic and advocacy objectives of Safe to Learn are set out in a five-point Call to Action: (1) implement laws and legislation; (2) strengthen prevention and response at the school level; (3) shift social perceptions and habits; (4) invest resources effectively; and (5) generate and use evidence.

The Call to Action was subsequently translated into a set of benchmarks developed based on international child rights frameworks, UN tools and minimum standards, and best practice from the field of child safeguarding. For each benchmark, there are national, state, and school-level “checkpoints” or requirements that governments and the education sector should meet in order to ensure that schools are safe and protective. These benchmarks have formed the basis for a Diagnostic Tool that aims to measure the degree to which governments are meeting these standards.

This Diagnostic Tool has been used to conduct diagnostic exercises in five focal countries to gauge governments’ compliance, identify best practices, gaps and priorities, and establish a baseline for tracking countries’ progress. This report presents results from the diagnostic exercise conducted in Jordan from July to November 2020 . Key informant interviews were conducted with officials at the national and district levels, as well as with head teachers, teachers, and students in 24 schools across all 12 governorates of Jordan: Irbid, Mafraq, Jarash, Ajloun, Balqa, Zarqa, Madaba, Amman, Aqaba, Karak, Tafileh, and Maan. It should be noted that although the sample aimed to provide comprehensive geographic coverage, it is not nationally representative of Jordan. Due to the COVID-19 pandemic and the resulting restrictions on fieldwork imposed by the Government of Jordan, information was collected through virtual sessions and phone interviews.

After the conclusion of the data collection activities and analysis of data, this report, which was supported by the generous funding from UK FCDO, was developed to present best practices that were found, challenges and gaps that remain, and recommendations to support the government and education sector to meet Safe to Learn benchmarks in order to ensure that schools are safe environments that enhance learning for all children.





Overview of Salient Best Practices

Jordan has a number of legal and policy documents and institutions that, to varying degrees of explicitness, protect children, and prohibit corporal punishment in schools. These include:

Call to Action 1: Implement laws and policies.

- The Jordanian Penal Code criminalises both sexual and physical violence against children after Jordan ratified the Convention on the Rights of the Child in 1991. The Penal Code criminalises sexual intercourse with a female child under 15 years of age regardless of consent and adds an aggravated penalty if the girl is under 12 years of age.
- Law No. 6/2008 on protection from domestic violence was issued first in 2008 then followed by Law No. 15/2017 on protection from domestic violence in 2017. The National Council for Family Affairs (NCFA) was established in 2001, and the National Team for Protection from Violence and a national strategic plan on family protection and violence prevention has been developed. Additionally, the Family Protection and Juvenile Police Department was established in 1996.
- Jordan put in place mandatory legislation for reporting violence against children. The Protection from Domestic Violence Law No. 15 of 2017 stipulates that all health, educational, or social service providers in the public and private sectors should report any case of domestic violence that occurs on any incapacitated person in case they knew or was informed about it.
- In addition, Article 36 (C) of the Jordanian Juvenile Law No. (32) of 2014 stipulates that a behaviour supervisor and any person working in the health, educational and social fields who finds a juvenile while at his/her job in any of the cases referred to in Article (33) of this law must inform the Juvenile Police or the closest security centre. The same law, through Article (33), identified a number of cases related to reporting cases of child protection from violence, the most prominent of which is Article 32 (H): if the child is subjected to intentional harm from one or both of his parents in a way that goes beyond the forms of discipline permitted by law and public custom. And (I) of the same article: if the child is exposed to serious danger in case the child remains with his family.
- Establishing free hotlines to receive complaints on child protection issues. The National Emergency Line (911) has been established to receive these complaints around the clock from all governorates in the Kingdom. The Guidance Department at the Ministry of Education (MOE) also operates a hotline to receive complaints on violence against children from students and parents. The protection institutions of the Ministry of Social Development provide services to abused children and their families. The Jordan River Foundation (JRF) operates a helpline for families, through which it provides support in various family issues, especially domestic violence. In addition, rehabilitative and therapeutic services have been developed for victims of violence. The Jordan River Foundation established “Dar Al-Aman” or “Safe Home” as a child protection treatment centre that provides rehabilitation services to children who have been subjected to violence and is currently managed by the Ministry of Social Development.
- In 1981 the Ministry of Education banned corporal punishment in schools under school discipline instructions. Also, the student discipline instructions which were amended in 2017 came to affirm, through Article 9, the prohibition of any practices that involve corporal punishment in any form.
- National strategies, such as the strategic plan of the Ministry of Education (2018-2022) reflect a clear and specific response to provide a safe and stimulating environment for all children.
- The Ministry of Education adopted the National Standard Operating Procedures Manual and General Principles for working with child protection issues, which was launched in 2018.





- The legislation prepared in 2019 a draft on child rights law which represents a legal commitment to children's rights within a comprehensive human rights approach for all concerned sectors, including the education sector.
- It is expected that by the end of 2021 a comprehensive strategic work will be completed to strengthen the accountability, transparency and institutionalization system within the MOE. This includes working on reviewing job descriptions for all cadres concerned with child protection at the Ministry of Education and reviewing MOE student discipline regulations based on the best interests of the child and the characteristics of children at different developmental stages. It will also entail the development of a procedural guide for these instructions in order to ensure that all schools apply the instructions for student discipline with consistency and understanding.

Call to Action 2: Strengthen prevention and response at the school level.

- The instructions and laws of the Ministry of Education strengthen the protection system for children in harmony with the national frameworks approved by the Prime Minister's Office that support courses of action on violence cases, based on the multidisciplinary approach and case management.
- The legal references that receive referrals are clear and specific in accordance with Jordanian laws, especially the Penal Code, the Domestic Violence Law 2017 and the Jordanian Juvenile Law 2014, which are specifically related to informing the competent authorities in child protection cases, especially the Department of Family Protection and Juveniles.
- Educational cadres are obligated to abide by the Code of Conduct and Ethics of the Public Job - Civil Service Bureau No. (82) 2013.
- The Ministry of Education works for the institutionalization of the most important and effective programmes to reduce violence against children, such as, Ma'An programme, the Better Parenting Programme, and capacity building programmes for relevant cadres and others.
- Development of specialized training programmes on child protection directed to educational counsellors.
- The creation of the National Centre for Curriculum Development and Evaluation in 2017.

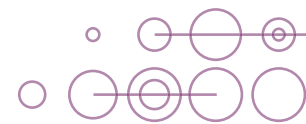
Call to Action 3: Shift social perceptions and habits.

- The Jordanian Government declared June 6th of every year to be the National Day for Child Protection.
- The national institutions in partnership with UNICEF, launched a national Plan for social norms and behavioural change to reduce violence with extensive commitment from government and partners in 2019-2021. This plan has been endorsed on the national level.
- As part of its strategy, the Ministry of Education adopted programmes for social norms and behavioral change. A draft Child Rights Law was developed in 2019 as a legal obligation to children's rights as part of a holistic human rights approach for all relevant sectors, including the education sector.

Call to Action 4: Invest resources effectively.

- Jordan's 2025 vision supports the participation of development partners, social responsibility programmes and the private sector in supporting the education sector and the programmes emanating from it.
- The Education Strategic Plan (ESP) 2018-2022 defines an entire chapter to developing partnerships and coordination with partners, including roles, responsibilities, and concerned steering committees.





- There is close cooperation between the Ministry of Education and UNICEF to support the programmes and activities of the Ma'an programme and include the activities within the strategic plan of the ministry as axes of action that help institutionalize the programmes.
- Studies on budgets allocated to children exist, including a study on the financial impact of the draft Child Rights Law 2020 and the Child Friendly Budget 2015.

Call to Action 5: Generate and use evidence.

- The 2016 National Framework for Family Protection from Domestic Violence and Child Protection defined the roles and responsibilities of the National Family Protection Team related to developing follow-up and monitoring mechanisms, developing national indicators and defining the roles of partners, including the Ministry of Education.
- The Ministry of Education is committed to developing the information and infrastructure management equipment related to the directorates and schools and has set up specific role-based mechanisms to monitor reports of violence and their integration in programmes and activities related to the development of the educational process as a whole.
- Planning and prioritising programmes rely upon national studies and evaluation. The most recent Population and Family Health Survey was conducted in Jordan in 2017-2018. An entire chapter was devoted to domestic violence, including indicators to monitor violence against children, and another chapter is dedicated to early childhood development and children's discipline. A national study on violence against children was conducted in 2018-2019 and is currently in its final stages for approval and publication. It will be published in the third quarter of 2021.
- The Ministry of Education prepared a guide to deal with cases of violence against children (2021). This includes detailed work tracks and procedures at the level of the ministry, the directorate and the school, including also the schools of the Syrian refugee camps. It also details procedures for information management, data preservation, a power matrix, and the statistical reports required from each level (ministry centre, directorate, school). The application of this guide will provide periodic and detailed data on cases of violence against children.
- Schools are committed to implementing the main elements related to the Ma'an programme, including the monthly electronic survey to monitor cases of violence against students.





Overview of Challenges and Gaps

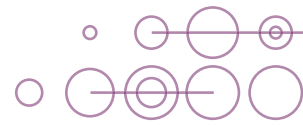
Call to Action 1: Implement laws and policies.

- Amending and/or issuing instructions usually require time, and this delay may affect the procedures applied on the ground. However, it is important to review student discipline instructions and start to amend them in line with guidelines in working with children, such as the best interest of the child, even if this requires more time. Project development is done when financial support is available, which is often outside the general budget. The approval of the draft Jordanian Child Rights Law, which was last amended in 2018-2019; was delayed and the draft law is still in the Legislation and Opinion Bureau.
- Despite the Ministry of Education's desire to continue the activities of the Ma'an programme, there is a weakness in linking the ministry's strategic priorities related to violence to an estimated budget. It cannot be ensured that the budget will remain allocated and will not be reduced during the budget review period prior to the approval of the general budget; especially with difficult economic conditions. Allocating budgets and maintaining them remains a challenge that impedes the continuity of some programmes, unless they are supported by external funding and not from the General Budget Department, which follows a policy of limiting public spending. This is in accordance with what was stated in the Education Strategic Plan (ESP 2018-2022). In addition, financing the Ma'an programme's activities is carried out through UNICEF, without allocating any specific lines in the Ministry's budget for these activities other than contributing through the working hours of its cadres, in accordance with what is stated in the strategic framework and action plan to combat violence against children 2019-2021.
- Despite the violence monthly online survey has monitored violence cases in schools in a continuous and consistent manner, there is still a gap from the Ministry of Education side in the use of the survey results to review, amend or plan violence prevention and response programmes. According to Ma'An strategic plan (20219-2021) this challenge might be due to the poor understanding of the aim of this survey and of the engagement from MOE side to implement it. According to the strategic framework and action plan to combat violence against children(2019-2021) this posed a challenge in the absence of any review or amendment processes based on surveys' feedback or required follow-up.

Call to Action 2: Strengthen prevention and response at school level.

- The inclusion in the definition of the school's infrastructure of a broader and comprehensive concept of a safe and stimulating physical environment, remains a gap, especially for what concerns addressing violence that may be inflicted on students on their way to schools.
- The Ministry of Education has limited powers on the recruitment procedures, as these are carried out centrally and for all governmental recruitments by the Civil Service Bureau, which defines the role and powers of the ministry in developing the foundations of employment related to cadres working with children.
- The financial challenges represented by the weak budget allocation specified by the General Budget Department hinder the implementation of many programmes and activities, including buildings maintenance and the replacement of rented buildings with owned buildings according to the best standards.
- Although there are many important and specialised training programmes, most of them are related to working cadres during service, and few are pre-service. Consequently, there is a weakness in institutionalising these programmes, despite the Ministry's emphasis on their importance.





- Although the Ministry of Education has adopted the internal procedures manual for dealing with cases of domestic violence, child protection and violence in schools and has formed a pivotal team from guidance department heads and educational counsellors, it still requires testing this guide. One of the reasons for the delay in piloting the guide was the COVID-19 pandemic and the consequent priorities for health services.

Call to Action 3: Shift social perceptions and habits.

- The delay in issuing the draft Jordanian Child Law, which is still within the Legislation and Opinion Bureau.
- Despite the importance of national frameworks and plans, which are signed by the concerned partners, they do not rise to the level of legal commitment to work with them as they are not considered binding regulations and instructions, meaning that the commitment of partners comes out of national and moral responsibility.
- There is limited use of the results of national studies and reports to come up with comprehensive social behaviour change plans, despite the existence of some programmes such as Ma’An . This may pose a challenge to achieving long-term change.
- Weak decentralisation in the field (district and school level) may weaken access to more urgent needs related to local communities, and to design plans that are actually based on the needs and priorities of these communities, including their customs, traditions, and beliefs, some of which support violence and corporal punishment.
- Funding for many of the programmes and activities implemented in schools are not sufficient due to the limited capacity of schools to ensure availability of funds for social and behaviour change programmes. The MOE needs to allocate specific funds for these schools to implement the activities.

Call to Action 4: Invest resources effectively.

- Despite the inclusion of a specialised chapter on partnership and coordination in the ESP 2018-2022, it is not clear that there are specific, clear and approved mechanisms for how to adopt programmes and stimulate private sector participation, community participation, etc.
- There are limited laws on community participation, which limits community role and ability to contribute significantly to allocating resources - such as donations - for prevention and intervention activities to reduce violence against children. It is unclear what exact role Ministry of Education directorates in the governorates should have, whether in terms of supporting coordination efforts, follow-up or reporting, or directing the private sector to adopt school initiatives according to priority needs.

Call to Action 5: Generate and use evidence.

- National studies and surveys exist. However, their implementation and sometimes the presentation of their results may be delayed , which further delays the reliance on their results.
- Although there is a procedures manual for the Ministry to deal with cases of violence in detail, it has not been experimented on a large scale and/or the results of experimentation are not monitored, because of the continuous closures and restrictions resulting from the Corona pandemic, and the transition of education from face to face to distance learning. Therefore, there is the need to ensure the efficiency and quality of this guide and for systematic experimentation and monitoring of the process in order for development and expansion to take place based on scientific evidence.





Overview of Key Priorities and Recommendations

The following summarises key priorities and recommendations for governments in order to meet the benchmarks for the five Safe to Learn Calls to Action:

Call to Action 1: Implement laws and policies.

Benchmark 1.1: The government has included prevention and protection from violence through specific strategies in education sector policies, plans and budget.

- Find legislative procedural mechanisms that can speed up the adoption and issuance of amended and/or updated laws, and giving priority to legislations related to children in the Legislative Opinion Bureau, the House of Representatives and the Senate.
- Find mechanisms to ensure the implementation of regulatory legislation and policies to protect children from violence.
- Implement campaigns to mobilise support and pressure, especially by civil society organisations and institutions related to child protection, the Centre for Human Rights and the National Council for Family Affairs, to expedite the issuance of these legislations.
- Work to increase the general budget allocations of the Ministry of Education for programmes that reduce violence against children, and programmes for institutionalising projects such as the Ma'an Programme.
- Direct funding according to the priorities of programmes related to child protection and based on national priorities to ensure the sustainability and impact of these programmes.
- Formulate indicators to support a safe and stimulating school environment, including expanding the scope of safe school environment councils within the plans of the Ministry of Education and relevant partners.

Benchmark 1.2: There is an explicit prohibition of corporal punishment in policies, to support positive discipline and classroom management.

- Validate and test student discipline instructions that are expected to be completed by the end of 2021, and their procedural manual, so that this verification and testing includes various schools at the governorate level in Jordan.
- Direct application of the manual of internal procedures of the Ministry of Education to deal with cases of violence against children through a regular follow-up and monitoring plan, after the students return to school, which was disrupted as a result of the COVID-19 pandemic. Immediately, the trained pivotal team trained should work on providing this training and expand it to include capacity building of all concerned workers in the field directorates and governorates.
- Institutionalize the work of safe school environment councils in schools and activate the role of directorates to support and follow up on the activities and programmes of these councils.

Benchmark 1.3: The roles and responsibilities of the Ministry of Education in responding to and referring cases of violence are clearly defined within the framework of the multi-sectoral national child protection policy.

- Adopt and disseminate the objectives related to the Directorate of Guidance and the Directorate of Early Childhood Development, which are currently being developed. Adopt job descriptions for jobs related to child protection. The accreditation and circulation should include all levels of the ministry (central, directorates, schools).





- The Ministry of Education to implement the child protection curriculum developed in 2020 for the educational and counselling cadres as part of MOE endorsed and institutionalized training programmes.

Benchmark 1.4: The Kingdom has endorsed the Safe Schools Declaration. In situations of armed conflict, it implements the guidelines for protecting schools and universities from military use during armed conflict.

- Amend the national legislation to prevent children from joining the armed forces, such as Article (5) of the Armed Forces Personnel Service Law, and any other legal articles, based on the National Operational Procedures Manual and general principles for working with child protection cases launched in 2018, as this guide also included children in armed conflict, considering it one of the basic child protection issues, and dedicating a section for it.
- Develop a system and/or instructions related to adolescents, which includes juveniles who are recruited and/or exploited in armed conflicts, and ensure that the implementation of the system is in accordance with international best practices and that the draft Jordanian Juvenile Law 2019 includes these juveniles.

Call to Action 2: Strengthen prevention and response at school level.

Benchmark 2.1: Key violence prevention strategies are embedded in children's activity-based curricula.

- Continue to review and develop all school curricula for all grades to ensure that they promote the values of respect, tolerance and acceptance, and reject ideas such as extremism, discrimination and violence. Conduct reviews and amend curricula to ensure all curricula for all levels of students carry the same values and communicate knowledge to children in a way that is related to their stage of development.

Benchmark 2.2: Child safeguarding principles and procedures in schools are in place, including codes of conduct and standards for safe recruitment.

- Include courses on child protection within the accreditation system for the training department in the Ministry of Education (pre-service and during service).
- Implement the code of conduct that has been developed, which works to regulate the behavioral relationship in the school community and raise awareness of its importance.

Benchmark 2.3: Each school has at least one focal point who is capacitated to provide front-line mental health/psychosocial support to children experiencing violence.

- Expedite the review and amend the job description of the counsellor and the head of the counselling department in the directorate related to child protection and dealing with and responding to cases of violence.

Benchmark 2.4: The physical environment in and around schools is safe and designed with the well-being of children in mind.

- Ensure the harmonisation of adopted standards related to safety and security of school facilities. Ensure that these standards are compatible with the needs of children with disabilities and girls.
- Motivate and empower educational cadres by adding a special indicator for efforts to reduce violence and promote a safe environment and positive discipline. For example, within The Queen Rania Award for Excellence in Education or as a condition for applying for the award.





Call to Action 3: Shift social norms.

Benchmark 3.1: There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.

- Expand the coverage of programmes and activities aimed at changing social norms and social behaviours that promote violence to all schools in all governorates (total number 4,000), including schools in Syrian refugee camps.
- Implement the plan to change social norms and behaviours and to reduce physical violence against children through all partners including the governmental level, civil society and donors.

Benchmark 3. 2: Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or help children manage risks.

- Conduct periodic national studies/surveys that guide future programmes and projects, in order to identify interventions and change social norms and behaviors that support violence.
- Determine a clear mechanism for conducting surveys and/studies in a continuous manner, to ensure clear scientific evidence, and to avoid long interruption in conducting surveys and studies.
- Continue to work on the Ma'an programme with a focus on increasing coverage and sustainability based on the results of monthly electronic surveys and monitoring reports of protection cases and any national studies and surveys.
- Institutionalise communication plans for evidence-based and information-based development in a centralised manner in general, including a plan to change behaviour and social norms to reduce physical violence against children, and ensure that they are based on quantitative and qualitative evidence.

Benchmark 3.3: Young people, parents, teachers, and community members in and around schools are engaged and active on the topic of school violence.

- Review the legal and financial frameworks related to community participation in order to stimulate community participation in schools and hold periodic meetings to discuss the needs for programmes and activities related to protection and intervention within the schools' network.
- Respond to the most urgent needs through the participation of local communities in designing plans that are actually based on their needs and priorities and present them to the development team in field directorate in all governorates.

Call to Action 4: Invest resources effectively.

Benchmark 4.1: Domestic resources have been allocated to support interventions and capacity building activities to prevent and respond to violence in schools.

- Review the legal and financial frameworks related to community participation, in order to stimulate and activate community participation in schools, and to adapt any restrictions that may prevent and/or limit this participation.
- Address the gaps in laws which limit the activation of volunteer work and the acceptance of donations to schools according to what is mentioned in the MoE's strategy.
- Establish a specialised fund to cover the expenses of expanding the Ma'an programme in order to support the programme in combating violence directly, whether in prevention, intervention or response programmes, including refugee camps.





Benchmark 4.2: Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches.

- Expand the powers of field directorates in the governorates to stimulate community participation according to priorities that appear in governorates and at the school level, in order to become sensitive to the diversity of community environments in Jordan.
- Ensure that the roles and responsibilities of development partners are defined and clear and work within a comprehensive national plan.
- Grant directorates and schools' broader powers in line with the decentralisation pursued by the government, in order to determine the needs related to prevention and intervention programmes and activities to reduce violence against children.

Benchmark 4.3: There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise, and advocacy towards ending violence in schools.

- Develop a list of conditions for any programme that will be presented by any donor, including a plan for the gradual transfer of knowledge and experience to ensure institutionalisation of the programme.
- Stimulate the private sector to become a partner in providing financial and non-financial support directed at reducing violence against children at the levels of prevention and intervention.

Call to Action 5: Generate and use evidence.

Benchmark 5.1: Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system.

- Develop a follow-up and accountability system for dealing with reports and statistics and monitoring the quality of their submission based on the results of applying periodic reports.

Benchmark 5.2: There is regular information collection on prevalence and forms of violence in schools using methods that follow high ethical standards.

- Commit to periodic national studies and report within ethical standards to develop evidence-based prevention and interventions programmes.
- Develop national indicators and establish a follow-up mechanism at the national level to ensure regularity, method and transparency of data collection.

Benchmark 5.3: – Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trialed models and approaches.

- Include the results of national studies, and annual reports of the results of the monthly electronic survey when expanding initiatives to reduce violence against children, and benefit from the lessons learned.
- Ensure the commitment of the Ministry of Education to implement the monthly electronic survey, and to participate in the implementation of the national automation system in all schools to provide periodic data and evidence on violence against children in schools.





Summary table of Benchmark Indicator Status based on the Diagnostic Exercise.

Please note: The below assessments are based off of findings from the study. Findings and rationale are provided below in the report.

A = In place B = Partially in place C = Not in place

Call to Action	Benchmark Indicator	Sub-Indicator	National	State	School
1. Implement laws and policies	1.1 Prevention of violence in and around schools is identified as a specific strategy in the national education sector policy or plan.		B = Partially in place	B = Partially in place	B = Partially in place
	1.2 There is explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and classroom management.	Laws that prohibit corporal punishment are implemented and enforced.	A = In place	A = In place	A = In place
		Teacher training covers positive discipline and classroom management.	B = Partially in place	B = Partially in place	B = Partially in place
	1.3 The roles and responsibilities of the Ministry of Education in response and referral to incidents of violence are clearly set out in a multi-sectoral national child protection policy framework.	A national and multi-sectoral policy framework outlines the role of key formal actors.	A = In place	B = Partially in place	B = Partially in place
		The Ministry of Education has established a national child protection/ safeguarding policy which is enforced.	A = In place	B = Partially in place	B = Partially in place
	1.4 The country has endorsed the Safe Schools Declaration and in situations of armed conflict is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.		B = Partially in place	B = Partially in place	B = Partially in place
2. Strengthen prevention and response at school level	2.1 Key violence prevention strategies are embedded in curriculum-based activities for children.		A = In place	A = In place	A = In place
	2.2 Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, and safe recruitment standards.	National guidelines to establish safe and confidential reporting mechanisms.	A = In place	A = In place	A = In place
		Norms and standards of ethical behavior in Teachers' Code of Conduct.	B = Partially in place	B = Partially in place	B = Partially in place



Call to Action	Benchmark Indicator	Sub-Indicator	National	State	School
		Pre- and in-service training on obligations for child safeguarding and reporting/response.	B = Partially in place	B = Partially in place	B = Partially in place
		Policies that regulate hiring of new teachers and staff and their transfer to ensure suitability for working with children.	B = Partially in place	B = Partially in place	C = Not in place
	2.3 Each school has at least one focal point who is capacitated to provide front-line mental health/ psychosocial support to children experiencing violence.	A = In place	A = In place	B = Partially in place	
	2.4 The physical environment in and around schools is safe and designed with the well-being of children in mind.	A = In place	A = In place	B = Partially in place	
3. Shift social norms and behavior change	3.1 There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.	A = In place	B = Partially in place	B = Partially in place	
	3.2 Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or helping children manage risks.	B = Partially in place	B = Partially in place	B = Partially in place	
	3.3 Young people, parents, teachers and community members in and around schools are engaged and active on the topic of school violence.	B = Partially in place	B = Partially in place	B = Partially in place	
4. Invest resources effectively	4.1 Domestic resources have been allocated to support interventions and capacity building activities to prevent and respond to violence in schools.	A = In place	B = Partially in place	B = Partially in place	
	4.2 Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches.	B = Partially in place	B = Partially in place	C = Not in place	
	4.3 There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in schools.	B = Partially in place	C = Not in place	C = Not in place	
5. Generate and use evidence	5.1 Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system.	B = Partially in place	B = Partially in place	B = Partially in place	
	5.2 There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards.	B = Partially in place	B = Partially in place	B = Partially in place	
	5.3 Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trialed models and approaches.	B = Partially in place	B = Partially in place	C = Not in place	



1. Introduction

“Safe to Learn” is a global initiative dedicated to ending violence against children in and through schools. It was launched in 2019 by a core group of members of the Global Partnership to End Violence against Children: UNESCO, UNICEF, UK Department for International Development (DFID), and UNGEI. With a vision of ending all violence against children in schools by 2024, the programmatic and advocacy objectives of Safe to Learn are set out in a five-point Call to Action:

- 1. Implement policy and legislation:** National, regional, and local governments develop, fund, and enforce laws and policies that protect children from all forms of violence in and around schools, including online violence.
- 2. Strengthen prevention and response at the school level:** School staff, students, and management committees provide safe and gender-sensitive learning environments for all children that promote positive discipline, child-centred teaching and protect and improve children’s physical and mental wellbeing.
- 3. Shift social perceptions and habits:** Parents, teachers, children, local government, and community leaders recognise the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.
- 4. Invest resources effectively:** Increased and better use of investments targeted at ending violence in schools.
- 5. Generate and use evidence:** Countries and the international community generate and use evidence on how to effectively end violence in schools.

This Call to Action was translated into a set of benchmarks, which were developed in relation to international child rights frameworks, UN tools and minimum standards, and best practice from the field of child safeguarding. For each benchmark, there are national, sub-national/district and school-level “checkpoints” or requirements that governments and the education sector should meet in order to achieve their accountabilities in ensuring that schools are safe and protective. These benchmarks and checkpoints formed the basis for a Diagnostic Tool that aimed to measure the degree to which governments were meeting these standards. This Diagnostic Tool was then used to conduct diagnostic exercises in five focal countries, including Uganda, South Sudan, Jordan, Pakistan, and Nepal. The aims of these diagnostic exercises were to:

- 1.** Gauge the degree to which governments were meeting the requirements set out by STL benchmarks/checkpoints.
- 2.** Identify best practices, gaps, and priority actions with governments in order to meet STL benchmarks/checkpoints.
- 3.** Establish a baseline that will then demonstrate focal country progress from 2019-2024

This report presents the results of the diagnostic exercise conducted in Jordan from July to November 2020. It provides an overview of the context and policy landscape regarding violence in schools, the methodology and salient findings from the diagnostic exercise, and a set of actions that can support the government to meet STL benchmarks and ensure that schools are safe, protective and enhance learning for all children.





2. Background Information on Violence against Children

According to the Jordan Department of Statistics, Jordan is home to 10.5 million people. Jordan hosts 744,795 registered refugees, of whom 655,000 are Syrians. The Hashemite Kingdom of Jordan has a notably young population. Over 40 percent of the population is under the age of eighteen, consisting of 4.2 million children.¹ The Syrian refugee crisis has transformed the country's demographics and increased strain on Jordan's resources, including schools and other social services; today, Syrian refugees make up more than ten percent of Jordan's population.² Additionally, more than one million Jordanians live below the poverty line.³

The MENA region has a high prevalence of violence against children. Based on UNICEF data reporting for 13 countries, on average 8 in 10 children experienced violence in the month prior to the survey.⁴ Jordan has the fourth highest prevalence, ahead of Syria and behind Morocco.

Jordan is a signatory to the Convention on the Rights of the Child, which defines violence as “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” as listed in article 19, paragraph 1, of the Convention. Jordan has adopted a set of detailed and relevant definitions related to violence and abuse against children and child protection, based on the Convention on the Rights of the Child.

As for Article 6 of the Jordanian constitution, it states: “The law protects motherhood, childhood, old age and looks after young people and people with disabilities and protects them from abuse and exploitation.” This article is in line with Jordan's ratification of the Convention on the Rights of the Child.

However, in practice, one of the problems with violence against children in Jordan lies in the limited popular definition of violence: in the 2019 national Violence Against Children Study which interviewed children, youth and care givers, at least a third of caregivers defined violence as only serious, harmful physical violence.⁵ Violence against children remains a persistent problem across the country, present in schools, households, and public places.

The national policy document and guidelines for the prevention and response to cases of violence in Jordan (gender-based violence, domestic violence, and child protection) define child abuse as follows: Intentional abuse or neglect that harms the child's safety, well-being, dignity, and development, and that which may cause harm, including all forms of physical, sexual, psychological, and emotional abuse. Abuse may take many forms, affecting children's physical, emotional, and behavioural development, their general health, their family and social relationships, their self-esteem, their educational attainment, and their future aspirations.

The same document also considers the protection of children from harm. Child protection programmes aim to promote, protect, and fulfil the rights of the child to be protected from abuse, neglect, exploitation, and violence, as mentioned in the United Nations Convention on the Rights of the Child and other human rights conventions, as well as the national laws in force.

¹According to 2019 population size estimates by the Jordanian Department of Statistics.

²UNHCR, available here: data2.unhcr.org/ar/documents/download/39516

³UNICEF “Geographic Multidimensional Vulnerability Analysis - Jordan”, available here: reliefweb.int/sites/reliefweb.int/files/resources/Summary%20English.pdf

⁴UNICEF “A Profile of Violence Against Children and Adolescents in The Middle East and North Africa” unicef.org/mena/media/2826/file/VAC%20in%20MENA.pdf

⁵Forthcoming Violence Against Children Study, undertaken by UNICEF in partnership with the Government of Jordan. Unpublished.





2.1 Overview of Violence in Schools in Jordan

Over the past few decades, several studies have produced data on violence against children in Jordan, including in and around schools. Over three-quarters (81 percent) of children between 1 and 14 in Jordan have experienced violent discipline methods, according to the latest Jordan Demographic Health Survey (DHS) that was conducted in 2017-2018. This survey included a section adapted from the UNICEF Multiple Indicator Cluster Survey programme used to gauge violence against children.

Additionally in 2019, the second national study on violence against children was implemented in Jordan, the largest of its kind in terms of scope, which included a quantitative survey at the national level for school students between the ages of 8 and 17 years (with a total of 3,837 male and female students participating), and youth between the ages of 18 and 24 years (with a total of 1,118 young men and women participating), and caregivers (with a total of 1,706 primary caregivers participating), taking care to include representation of various economic, social and demographic determinants, including the most vulnerable groups, such as refugee children, children in social care institutions, and children with disabilities. Additionally, a number of qualitative interviews were conducted that included guided discussions across 34 focus groups with children and caregivers, and 22 in-depth interviews with specialists, relevant officials, and activists in the field of child protection.

This study was carried out by the National Council for Family Affairs and UNICEF/Jordan Office, in cooperation with many relevant national authorities in Jordan, and under the supervision of a specialized technical committee that includes specialists from all concerned parties. This study revealed that the practices of violence against children in Jordan still exist and are widespread, and this is due to a number of reasons and factors that contribute to the persistence of rates of perpetration of violence against children, or their justification, as well as the factors that contribute to putting an end to it and rejecting it. In Jordan, and based on the results of the study, results indicated that a child who is exposed to one type or form of violence is more likely to be exposed to other types and forms of violence, which is known as compound violence practices or multiple abuse.

The results of the quantitative and qualitative surveys of this national study have shown that practices of physical violence against children are widespread in Jordan, across all levels, ages, and genders and vary in terms of frequency and perpetrators.

There is a statistically significant correlation between exposure to physical violence and exposure to psychological violence. More than half of participating children experienced both physical and emotional violence. Among the most prominent factors that showed a contribution to increasing the risk of exposure to violence in children is gender, as males are more vulnerable than females, especially to physical violence; while females are more affected by other types of violence, specifically sexual violence. The qualitative study also confirmed that psychological violence practices are widespread.

The results of the study also showed that adults' attitudes towards violence affect their children's views, and thus have repercussions on future generations. Many children in focus groups reported that despite experiencing suffering at the hands of their parents, and even though they opposed violence, they still believed that the beating was in their interest. It has also been found that children's attitudes are reinforced by teachers and employers, who believe that violence can be part of the "learning process" and that it helps children learn, especially if it is used only as a last resort.

The same survey found that 13.9 percent of adults believe that physical violence or corporal punishment is necessary in raising and educating children (14.1 percent of Jordanians, 14.3 percent of Syrians, and 8.2





percent of other nationalities).⁶ In the 2007 Violence Against Children Study, corporal punishment came third in methods parents use to influence their children's behaviour (21 percent), and beating also emerged as one of the methods used by parents to influence the behaviour of their children in relation to school assignments (15 percent).⁷

In addition to the above, sexual violence is also perpetrated against children in Jordan, in and outside of schools. The Jordan Population and Family Health Survey 2017-2018 included an estimate of girls in the age group 15-17 years who have been subjected to sexual violence, and this percentage was estimated at about 2.7 percent. As for the 2007 study, it indicated that 3 percent of children were exposed to minor sexual abuse from fathers, 6 percent from brothers, 2 percent from relatives, and 1 percent from others.

The Population and Family Health Survey of 2017-2018 indicated that minor sexual abuse increases with age when the abuser is a parent/guardian, and decreases when the abuser is a relative or other child. The survey also found that 7 percent of students experienced minor sexual abuse from teachers and administration, and 28 percent experienced it from other children at school.⁸ Additionally, 1 percent of students were exposed to severe sexual abuse from other children and cleaning/maintenance workers, and 1 percent to mild sexual abuse from teachers and administration.

As for psychological violence against children, 7 in 10 children are verbally abused by teachers and their school's administration, as of 2007.⁹ Additionally, 4 in 10 children in the age group 13-15 years are bullied.¹⁰ Over a third (34 percent) of children reported experiencing mental non-verbal abuse from students at school, and under a third (29 percent) of children reported experiencing the same abuse from teachers and school administration. Peers were considered the most frequent perpetrators of psychological violence.

In the second national study on violence against children in 2019, peers were considered to be the most frequent perpetrators of psychological violence. Bullying also falls within this context. Children in focus groups reported being particularly exposed to verbal abuse from peers in schools and on the streets, and from other children.

It should be noted that verbal violence - as a form of psychological violence - in particular was not given the same importance that is accorded to physical or sexual violence among all respondents in the national study of violence against children, and that in many cases it was seen as an insignificant or not serious form of violence against children.

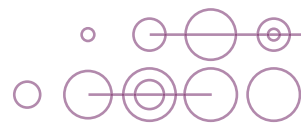
2.2 The Effects of Violence against Children

Violence against children, however small in scale or short in duration, can have lasting and devastating effects on survivors, with regards to their mental, physical, and emotional health. According to WHO, "Physical injuries themselves are outweighed by the wide spectrum of negative behavioural, cognitive, mental health, sexual and reproductive health problems, chronic diseases and social effects that arise from exposure to violence."¹¹ Direct experience of violence perpetrated by parents, caregivers, and others has been associated with a number of emotional and behavioural problems in adolescence and adulthood, including aggression, conduct disorder, substance abuse, poor academic performance, anxiety, depression, reduced self-esteem, and suicidal behaviour. In addition, exposure to or witnessing of violence has also been associated with a variety of behavioural health risks such as smoking and obesity as well as specific health problems such as physical injury, diabetes, and heart disease.

Violence against children also places significant strain on national economies. Urgent medical treatment, mental health services, criminal justice responses, unemployment, and chronic health problems are just

¹¹The World Health Organisation (WHO) Global Status Report on Violence Prevention 2014.





some of the costs associated with violence. In 2004, it was estimated that direct and indirect economic costs of violence accounted for 0.4 percent of gross domestic product (GDP) in Thailand, 1.2 percent of GDP in Brazil, and 4 percent of GDP in Jamaica. Jordan has been working on reducing violence against children in collaboration with UNICEF and this diagnostic exercise will aid their mission in identifying gaps and provide recommendations for next steps and strategies.

3. Methodology

As discussed, this diagnostic exercise has three main aims: 1) to identify good practices and gaps in government efforts to address violence in schools, 2) to identify priority actions with Ministries moving forward, and 3) to establish a baseline with which to measure progress from 2019-2024. The sampling strategy, research tools, and information collection process were designed to meet these aims.

3.1 Sampling Strategy

The sampling approach for the study drew equal respondents from across Jordan but did not comprise a nationally representative sample. Such a sample would have been beyond the aims of the diagnostic exercise. This exercise included samples of head teachers, teachers, and students from 24 schools selected from each of the twelve governorates in Jordan, including refugee camps. The schools were randomly drawn using the Ministry of Education’s kingdom-wide school directory. From each school, four teachers were randomly selected and interviewed from any level and any specialty. The head teacher and deputy head teacher were interviewed in each of the 24 selected schools. If the selected school was a double-shift school (DSS, schools which serve Jordanian and Syrian children through two consecutive shifts), the teachers and head teachers were interviewed equally from each shift.

The sample for students targeted children of all nationalities in Jordan in public schools including schools for Syrian children. The sample included boys and girls living in urban, rural, and camp settings to learn more about the lives of children in homes and their experiences in schools. From each of the 24 randomly selected schools, four (4) children were randomly selected and interviewed - two (2) females and two (2) males, or four (4) females, or four (4) males, depending on the school, from sixth (primary) and twelfth (secondary) grades.

Table 1: Number of Selected Schools per Region

Region	Number of Selected Schools			Total
	Female-Only Schools	Male-Only Schools	Co-ed Schools	
North	2	3	4	9
Centre	2	4	4	10
South	-	3	2	5
Total	4	10	10	24

The selection of students was randomised by the Ministry of Education and governorate directorates. Replacement samples were provided to account for any refusals or unreachable cases.





Additionally, interviews were conducted with key official stakeholders on the directorate and national level. The objective of the interviews was to generate insight that would be instrumental in drafting policy recommendations relevant to the Jordanian context. Interviews were conducted with four Ministry level officials, nine directorate level officials from the three regions and six with officials from international and non-governmental organisations.

The six interviews were conducted with the most prominent partners involved in child protection policies and programmes in Jordan. The interviews included UNICEF and the UNHCR, especially as it directly relates to working with refugee children in protection programmes and violence against children at large. The interviews also included an interview with an official from the National Council for Family Affairs (NCFA), which is the governing body that works with domestic violence in Jordan and other governmental stakeholders to lobby for policy change and law enforcement of child protection. Remaining three interviews were conducted with officers working in international organisations that work with children and schools given their mandate and programmes. The organisations are World Vision International (WVI) and the Norwegian Refugee Council (NRC).

In total, 236 interviews were conducted across all the sample groups as detailed below:

Table 2: Number of Total Interviews Per Sample Group

Sample Group	Number of Interviews
Students	86
Principals	22
Head teachers	22
Teachers	87
Directorate level officials	9
Ministry level officials	4
NGO level officials	6
Total	236

3.2 Information Collection Process

The diagnostic exercise was complemented by a review of relevant laws, policies, guidelines and reports, as well as interviews conducted with key stakeholders at the national, directorate and school levels. By combining a document review with key informant interviews, this diagnostic exercise sought to ascertain not just which legislation, policies and guidance exist on paper, but also the extent to which they have been disseminated and implemented in practice.

The document review was conducted by reading and documenting information from available policy and strategic plan documents, analysing existing literature and studies related to violence against children in and around schools in Jordan. The findings were discussed under the STL five-point policy agenda: (1) implementing policy and legislation; (2) strengthening prevention and response at the school level; (3) shifting social norms and behaviour change (4) investing resources effectively; and (5) generating and using evidence. These have been embedded in the main findings report and analysed for the purposes of giving context to the primary research conducted in schools and among stakeholders.





Each interview was predicated upon clear and proper informed consent. The informed consent was read out slowly by the interviewer to the respondent. For respondents who choose to participate in the video face-to-face interviews, the informed consent was displayed on the screen for a sufficient time for them to read. As for children, two consents were obtained if they participated in virtual data collection, one by the parents, and one by the children themselves. If the parent consented to the interview, but the child did not, the interview was not conducted.

The remote interviews were recorded for quality assurance purposes and audited for compliance with the code of conduct. The enumerator read out the recording consent and if the respondent did not allow recording, the recording was not activated. Instead, detailed note taking was done. For respondents that could not connect via the virtual face-to-face platform or did not have the means to connect, a phone interview was conducted with them.

Complete anonymity of respondents and their responses was honoured. The virtual and remote data collection methods will not override this important aspect. A data collection platform allowing de-identifying and encrypting the study data was used.

Safeguarding was an especially salient concern during this information collection process due to the sensitivity of the subject matter and the fact that the sample included children. Enumerators were provided with guidelines and training on situations triggering mandatory reporting obligations such as referral cases that include violence in all its forms, child marriage or child labour, among others. The enumerator training clearly instructed them that they are not investigators and should not question individuals making a disclosure but to simply document the referral and report it.

The information collection process was divided into two phases, beginning with the teachers', headteachers', sector experts', and government officials' sample in July through September of 2020, followed by information collection for the children's sample in October upon the start of the 2020/2021 academic year.

3.3 Customisation of Interview Guides

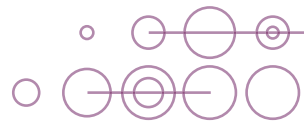
Since the Diagnostic Tool was developed at a global level (as discussed in section 1), customisation was necessary before it could be used with respondents in Jordan. As a part of this process, the research team reviewed the guides internally and submitted to the Ministry of Education for a second review. After receiving feedback from the Ministry of Education, the research team finalised the edits and proceeded to script them for tablet use. Contextual sensitivity and applicability were taken into consideration and language was amended accordingly.

3.4 Limitations of the Study

The primary challenge encountered during the fieldwork -- as in many fields during 2020 -- was the COVID-19 pandemic. Due to the continuous changes in governmental restrictions posed on governorates and economic sectors, it was difficult to plan for face-to-face fieldwork. Therefore, a hybrid solution of virtual sessions and phone interviews with respondents was employed. The virtual sessions were conducted on a web-based face to face video conferencing customised solution for respondents who have internet connection and a smart device (mobile phone, tablet, or computer). The virtual sessions allowed the interviewers and the respondents to view and hear each other and interact as if in a video conference call. For respondents without access to a smart device or internet connection, phone interviews were conducted.

The major limitation of the data presented in this report is that the sample was not representative of the population in Jordan; the results of the study apply only to the respondents and therefore cannot be generalised to all educators, schools, or children in the country.





4. Findings and Analysis

As discussed, the Safe to Learn Call to Action sets out a five-point agenda and this Diagnostic Exercise has sought to gauge the degree to which the government has met the Benchmarks set out for each of the five areas. For each benchmark there are national, district and school-level “checkpoints” or requirements that governments and the education sector need to meet in order to achieve their accountabilities in ensuring that schools are safe and protective.

The following tables outline each of the Safe to Learn benchmarks and checkpoints/standards. Based on an analysis of the information collected during this Diagnostic Exercise, each checkpoint/standard has been assessed and allocated the following measures: A: in place, B: partially in place, C: not in place. Discussion of findings will provide rationale for the assessments. A discussion of findings and rationale for the assessment is provided in the following box.



4.1 Findings for Call to Action 1: Implement laws and policies

Table 3: Findings for Call to Action: Benchmark 1 - Implementation of laws and policies

An assessment of “A” indicates that checkpoints/requirements are in place, an assessment of “B” indicates that checkpoints/requirements are partially in place, and an assessment of “C” indicates that checkpoints/requirements are not in place.

A = In place B = Partially in place C = Not in place

Item	Benchmark	National	Sub-national/District	School
1.1	The national government includes prevention of violence in and around schools as a specific strategy in the national education sector policy or plan. ¹²	Prevention of violence in and around schools is identified as a specific strategy in the national education sector policy or plan. ¹²	The district authorities support the implementation of the national (or sub-national) plan or policy in schools.	School implements violence prevention activities in conformity with national or subnational objectives.
Assessment				
		B = Partially in place		B = Partially in place


National Level

Jordan Vision 2025 has identified a set of priority initiatives within the community sector (Culture and Youth, p. 114) to expand the various awareness programmes directed to different segments of society, especially youth, to address negative societal phenomena such as violence and extremism. In the field of poverty reduction and social protection, Jordan vision has identified one of the initiatives related to developing parenting programmes and parenting skills for child development. The updated parenting programme developed by UNICEF in cooperation with the government and a number of civil society institutions, which included children up to the age of 18, was based on a set of strategies, including non-violent discipline for children, positive reinforcement, and improvement of communication with children. These strategies are in line with Jordan Vision 2025.

As for the Sustainable Development Goals document, the 2030 Sustainable Development Plan and the Linkages Approach (56 pages) - United Nations Economic and Social Commission for Western Asia (ESCWA), it has emphasised the importance of having the outputs of the national projects focus on providing access to schools for vulnerable children, including children with disabilities, and access to quality education in early childhood development for all, including nurseries, kindergartens, basic and secondary education, non-formal education, and informal services such as food security, health and psychosocial support.

The Ministry of Education has announced that KG2 has become part of the compulsory education for children in Jordan. This is in line with the National Strategy for Human Resources Development, which emphasised the importance of early childhood development in terms of improving quality and paving the way for lifelong learning, ensuring equal access to quality early childhood education and development programmes for both males and females, as well as ensuring equal opportunities for care and play for both genders. The Ministry has developed a system of standards for kindergarten accreditation in cooperation with the National Council for Family Affairs, which was funded by the Arab Gulf Programme for Development (AGFUND), and was launched in 2016 with the presence of His Excellency the Minister of Education. The standards were officially handed over to the Ministry of Education, but there were no further communications afterwards and they have not yet been tested and evaluated, according to the Ministry of Education Strategic Plan 2018-2022.

¹²See ‘Guidelines for education sector plan preparation’ (UNESCO, GPE 2015) or ‘Guidelines for developing gender-responsive education sector plans’, (GPE, UNICEF, 2017)



The commitment of the Ministry of Education to provide a safe and stimulating school environment as stated in the Ministry's strategic priorities 2018-2022 includes stopping violence against children, including reducing the risk of School-related Gender-based Violence (SRGBV), whether around the schools or on the way to schools, and identifying indicators to reach an ambitious percentage of 100 percent of schools deemed safe by 2022.

The Education Law in Jordan states that education is a right for everyone. Therefore, the Ministry of Education's priority strategic goal is to ensure equality between all students of both sexes for all age groups and for every child on Jordanian territory. This indicates the government's commitment to ensuring the right of all children to education. This imposes more burdens on the Ministry of Education represented by overcrowding in schools, especially after the large influx of Syrian refugees over the years, poor monitoring of financial allocations - especially from the General Budget Department - to replace rented buildings with buildings designed for schools, and to carry out the necessary maintenance and provide adequate infrastructure for children with disabilities.

One of the main issues that constitutes a clear challenge as it may seem, is that the issuance of the Ministry of Education's strategy, the follow-up, and evaluation plan have not been accompanied by defining priorities related to intervention, programming, and required budget from the General Budget Department. According to the sixth periodic report submitted by Jordan in 2019 under Article 44 of the Convention on the Rights of the Child, only 6 percent of the general budget is allocated for education annually.

In 2016, the Cabinet approved the second version of the National Framework for Family Protection Against Violence to be an affirmation of unified national methodologies in working with issues of violence. The Cabinet's approval constitutes an important step in giving protection to both the family and children from violence a priority in all forms of interventions and national programmes. Soon after, the National Standard Operating Procedures Manual for dealing with cases of Gender-Based Violence (GBV), domestic violence and Violence Against Children (VAC) emerged from this framework in 2018 in order to enhance a comprehensive and integrated response to work with cases of domestic violence and cases of violence against children, to include various sectors, such as health, social, educational and legal. This national guide adopted a case management and interdisciplinary approaches to meet needs holistically. This guide has unified all national procedures and provided a clear and specific methodology for roles and responsibilities between all sectors and work models used at every stage of working with cases of violence.

Since the largest segment of children in Jordan is in school, the Ministry of Education, in cooperation with the National Council for Family Affairs, and with technical and financial support from UNICEF, adopted the finalisation of the final draft of the Ministry of Education's internal procedures manual at the beginning of 2020. The manual precisely defines the roadmap for working with child protection cases at the level of the ministry as a centre, field directorates and schools, and also included schools in refugee camps in order to enhance the concept of child protection for all within a single framework system that facilitates tracking of its procedures and paths according to the child's best interest.

According to the results of the field interviews, 80 percent of the partners and workers in the departments of the Ministry of Education indicated that there is a national framework for child protection.

This review confirms that legislative frameworks at the national level are partially in place

Field Directorate Level in governorates

UNICEF, in cooperation with the National Council for Family Affairs, established a core team of trainers to train on internal procedures manual of the Ministry of Education on working with violence cases against students, through the heads of counselling departments in field directorates in all governorates, who in turn will take it upon themselves to raise the capabilities of counsellors and school administration system in schools concerned with child protection cases.

The field directorates undertake the process of reporting cases of violence registered and referred to them from schools under their jurisdiction of the Family Protection Department according to an established mechanism, with the exception of high-risk cases of students that require immediate notification from the school administration itself at the time the directorate is informed of the procedure.

The job description of the head of the counselling department in the directorate includes following up on the implementation of counselling programmes proposed by the ministry, such as a safe environment, protection from abuse, programmes for adolescents, and drug prevention. At the same time, it was not clear that more precise roles existed in the school educational counsellor's job description relevant to child protection and safe environment in particular. This indicates the importance of reviewing all job descriptions of the educational and administrative cadres to make sure they are in accordance with the child protection approach, with clear roles and responsibilities. It is worth noting that work is currently underway to review and develop all job descriptions for cadres concerned with child protection in the Ministry of Education in partnership with UNICEF, and it is expected that this review and development will be completed by the end of 2021.

In a similar matter, the job description of the Protection and Safe Environment Department at the Guidance Directorate in the Ministry of Education has been approved and adopted. This department has been entrusted with important responsibilities related to receiving notifications from multiple sources, the most important of which is the ministry's hotline, the ministry's website,¹³ and written complaints. Bearing in mind that notifications from all sources dedicated for receiving complaints, such as the hotline, can be used by all age groups. This department now deals with the educational counselling departments at field directorates.


This review confirms that legislative frameworks applied at the directorates' level are partially in place.

Schools Level

Despite what the Ministry of Education's Strategic Plan explicitly stipulated regarding access to a safe and stimulating school environment by 2022, and the existence of instructions defining the school's administrative tasks and the school's educational cadre issued in 1981, and instructions for job description and classification for public schools No. (5) of 2007, the reflection of the strategic priorities was not clear in the amendment of administrative tasks for school principals, assistants, teachers and educational counsellors and their inclusion of any indicators that adopt the contribution in achieving this strategy, in addition to linking job descriptions with competencies of clear orientation, adopting child protection issues and refusing to accept violence against children in all its forms. Currently, work is underway to review job descriptions as well to become directly concerned with levels of intervention, prevention and response to child protection cases, and it is expected that this review and development will be completed by the end of 2021.

¹³ www.moe.gov.jo






In practice, schools implement the activities of the Ma'an programme to reduce violence in schools, and this campaign is carried out in cooperation with UNICEF. The activities of this campaign include a monthly electronic survey that measure the level of violence in schools, such as parenting awareness programs, school activities targeting parents, students and educational cadre to prevent violence, training teachers to use positive methods to deal with children's behaviour, and other activities at the levels of prevention and protection.

School counsellors also implement life skills programmes for students, covering topics such as communication skills, teamwork, negotiation skills, decision-making, problem-solving and anger management.

The school administration documents cases of violence and child protection issues within the monthly statistics and informs the directorate of any cases and issues related to child protection within the tracks specified in the Ministry of Education procedures guide to deal with child protection cases, which was recently released.

Forming School Advocacy Groups - which later became known as the Safe School Environment Council - within the Ma'an programme for school activities (school principals, counsellors "if any", two teachers, two students, and two students' families). The tasks of these committees/councils also included, but were not limited to; introducing teachers to the activities of the Ma'an programme and methods of guiding students' behaviour, as well as introducing students and parents to the activities of the Ma'an program, carrying out awareness-raising activities, and organising monthly electronic surveys of cases of violence in the school, according to what was stated in the training manual for creating a safe school environment free of violence (which was prepared by the Ministry of Education in cooperation with UNICEF and a number of relevant national organisations in 2007). The activation of the School Advocacy Groups/Safe School Environment Council, the use of the monthly electronic survey, and the activation of the role of the counsellor led to a significant decrease in some forms of physical and verbal violence, and it appears that the decrease in some forms of verbal abuse made the greatest contribution to achieving the general decline in verbal violence. Likewise, the significant decrease in slapping or hitting using an object (such as a stick, belt, etc.) led to a significant decrease in the physical violence aspect. This is confirmed by the results of the qualitative evaluation that was conducted to evaluate the implementation of the Ma'an programme from 2009-2016. In terms of statistics, the cumulative results of Ma'an programme over the past years showed a steady and noticeable decrease in the percentage of children who were subjected to verbal or physical violence, from 44.8 percent (verbal) in 2009 to 15 percent in 2018-2019 school year and from 40.3 percent (physical) to 8 percent for children of the same period. Boys still report higher rates of violence than girls, a factor that contributes to male student dropouts in adolescence. These statistical percentages are based on the results of the monthly survey, according to what was received by the Ministry of Education. It should be noted that despite the formation of advocacy groups/safe school environment councils in schools and considering these groups as an important platform to reduce violence against children, the study of evaluating the Ma'an programme indicated that the level of awareness of these groups is limited. In addition, knowledge and representation by parents are limited, such as participation by parents and the local community. It also became clear that the effectiveness of these committees is linked to those in charge and their personalities to a fundamental degree.

These important results confirm the importance of addressing gaps in the accountability system followed by the Ministry of Education, starting with the mechanism for appointing teachers and cadres working in schools who are linked to the Civil Service Bureau, and any standards adopted in the development of physical infrastructure at the same time, and other important issues, especially since the results of UNRWA schools have achieved a significant reduction in both verbal and physical violence compared to MOE's results, which appears to be due to the existence of an effective accountability and follow-up system in these schools.



The Ministry of Education, in cooperation with UNICEF, is developing a holistic system that includes accountability, institutionalisation, transparency, and accreditation, through which student discipline instructions are reviewed to ensure they are based on the best interests of the child, and adopts students' behaviour enhancement, taking into account their developmental age, and includes procedural guidance to deal with student cases within these instructions, and to ensure that these instructions are consistent in all schools with all students. This task also includes reviewing all job descriptions and responsibilities for all child protection cadres at all administrative levels, as well as reviewing and analysing MoE's accountability system, response systems and procedures (at central, administrative, and school levels) that ensure prevention of violence against children in all schools by reviewing various relevant legislation, in addition to adding a specific benchmark/indicator for violence in school accreditation programme to be evaluated annually and to obtain "healthy and safe/violence-free schools" certificate, and add a specific indicator to promote a safe school environment and positive learning within the Queen Rania Award for Educational Excellence or as a condition for applying for the award at all levels (principal, teacher, educational counsellor). It is worth noting that these revisions and development will be completed by the month of November 2021.

Within the framework of the Ministry of Education Strategic Plan, Chapter Two entitled "Early Learning and Childhood Development", Quality Assurance part, it is clearly stated that there are a number of challenges facing the Ministry of Education, for example, "Weak accountability and evaluation for early childhood, weak institutional qualifications, and lack of training at the different national levels, which will lead to the conclusion that there is still a need to develop and strengthen measures to protect children." This does not mean that there are no efforts at the national level, as was explained in the same chapter. The government will make more efforts to improve children's learning environment.

This same strategy mentioned in the first chapter that analyses the current situation and in particular quality of the education system, that the Ministry provides a set of programmes in basic, secondary, and vocational education, with the aim of providing students with a set of life skills that help strengthen and develop students' personalities. The Ministry cited an example of these efforts represented by the Ma'an campaign, which is a specialised campaign based on a set of activities to reduce violence rates in schools.

According to the results of field interviews, 55 percent of school principals indicated the existence of procedures or a national policy to protect the rights of the child, while 11 percent of school principals answered that there are no such procedures in place, and 34 percent of them were not aware of the existence of these procedures.

As for the teachers, 56 percent of them indicated that these procedures exist, 12 percent indicated that they do not exist, while 32 percent do not if they exist or not.

This review confirms the implementation of activities and programmes at the school level are partially in place.



1.2	<p>There is explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and classroom management¹⁴</p>	<p>Laws that prohibit corporal punishment include clear guidance on implementation, with a process for non-compliance.</p>	<p>District oversees implementation of law and details compliance measures.</p>	<p>School implements law or has an independent policy and there are repercussions for non-compliance.</p>
Assessment				
A = In place		A = In place		

National level


Article 62 of corporal punishment has been amended, which allowed for the types of discipline that parents inflict on their children according to what is permitted by public custom, in addition to a condition that is permitted by general custom. However, the amendment set a condition for permitting discipline, which is not to cause physical or moral harm. This is still considered a kind of justification and permission for violence, which may be considered a pretext for parents to inflict violence on their children. The law also maintains that this discipline is conditional on what is permitted by public custom, which is broad on the one hand, and a justification for the occurrence of cases of violence on the other. As for the drafted Child Rights Law, which is still before the Board of Opinion and Legislation, and is followed up by the National Council for Family Affairs, an explicit provision has been included that the capacity of the parents or the person entrusted with the care of the child does not constitute an excuse for exposing the child to violence, abuse and exploitation, and not to expose the child to any form of sale, prostitution, exploitation in pornography or any other form of abuse.

The Protection from Domestic Violence Law No. 15 of 2017¹⁵ stipulates that all providers of health, educational or social services in the public and private sectors should report any case of domestic violence afflicted by incapacitated or incompetent persons whether being aware of it or is informed of it. This is an important guarantee that any cases of violence against children are not overlooked.

As indicated in Article 68 of the amended Civil Service Law 2017 , an employee is prohibited, under penalty of disciplinary responsibility, from committing any of the following actions: imposing corporal punishment in any form on any of the children in the departments, including educational institutions. At the same time, procedures and penalties did not indicate what will happen if any employee bullying the child will be exposed to dismissal and not only disciplinary transfer, which means that the violation inflicted by the transferred employee is likely to be transmitted with him and that he will continue to direct corporal punishment and/or abuse of children within the scope of his responsibility and will not constitute as a deterrent to stop his behaviour as long as the punishment is not deterrent. It has not been established that in practice any staff member has been fired for inflicting corporal punishment or abuse of a child. Bearing in mind that the Ministry of Education, in cooperation with UNICEF, was able to develop a system of accountability for teachers who work in Syrian refugee camps, and linked the continuity of their work in education to the methods they use in dealing with students.

¹⁴See *Teaching without violence: prohibiting corporal punishment* (Global Initiative to End All Corporal Punishment of Children 2019)
¹⁵Civil Service System No. 82 of 2013 and its amendments until 6/6/2017





In 1981, the Ministry of Education decided to prohibit corporal punishment in schools according to school discipline instructions. Also, the Student Discipline Instructions of 2017 came to affirm through Article 9 the prohibition of any practices characterised by corporal punishment in any form, even if the student committed a violation, and/or to resort to any of the punitive measures such as depriving the student from eating a meal on time or reduce school marks or ridicule and insult. This confirms that these instructions focus on a number of principles of positive discipline instead of punishment in all its forms, including physical. It is worth mentioning that work will be conducted to review and develop these instructions so that they focus on modifying and directing students' behaviour, taking into account the characteristics and age stages that they are going through, especially in the adolescence period, and that these instructions will be friendly and an interventive therapeutic approach for students who will enter the student discipline procedures. It is imperative to put in place preventive measures that reduce the chances of exposing the student to these procedures, by strengthening the role of the counsellor and increasing the number of counsellors in schools, which suffer in general from notable over crowdedness. Work on these reviews and development will be completed by the end of 2021.

The field interviews showed that 60 percent of the partners and the central departments of the Ministry of Education indicated that there is a clear law approved by the Council of Ministers to prohibit corporal punishment in schools. 30 percent of those indicated that the law provides for specific procedures and penalties in case this law is violated.


On the other hand, 70 percent of the partners and central departments of the Ministry of Education indicated that the ministry has a specific policy that prohibits corporal punishment and other forms of violence in schools.

This review confirms that legislative frameworks at the national level are in place.

Field Directorate Level at governorates

The powers of enforcing student discipline instructions include powers related to the directorate, particularly in cases related to the disciplinary transfer of the student to another school. Looking at the materials referred to in the updated student discipline instructions for the year 2017, it is clear that they took into account the ages of students up to the sixth grade by adopting an educational approach in modifying and directing behaviour, but it was not clear how sufficient these methods were for older students. Although the Student Discipline Instructions emphasised the prevention of the use of violence and abuse on the student, it did not provide procedures clarifying the methodology to adopt when working with these students in violation, nor instructed on preparing intervention plans, time frame for intervention, and how to preserve the best interest of the child in the plans, including the preservation of confidentiality and privacy, along with consent provision.

Notifications and work procedures in the field of cases of violence have become clearer since the final version of the internal procedures' manual of the Ministry of Education was prepared, which was completed at the end of 2020 in partnership with the Ministry of Education, the National Council for Family Affairs and UNICEF. It included procedures related to the Ministry's position, field directorates and schools, whether with or without a mentor, and schools including Syrian refugees. Despite the fact that the training on this manual has started for relevant cadre at the ministry, experimentation on the ground did not start yet. This is because the preparation of this manual ended at the end of 2020, as indicated at the beginning of the paragraph, and in view of COVID-19, which has so far prevented students from returning to face-to-face education in schools in Jordan. Accordingly, it is the responsibility of the Ministry of Education to take a practical step to include piloting the guide in schools if students return. On the other hand, although Jordanian legislation obliges anyone who discovers a case of violence against children during work hours to report to the Family Protection Department, the reporting mechanism has been adopted through the field



directorate and not directly at the school level in most cases, due to the lack of legal protection for any employee who reports, and who sometimes makes considerations for the local community in which the school is located, of which - the local community - may not accept reporting all cases to a security agency, even if it is the Family Protection Department. Making the reporting mechanism through the field directorate and not the school may affect the decision of the principal and/or the counsellor to inform the directorate for fear of any consequences and accountability, and may make the employees more reluctant to inform the directorate of the situation of violence in a timely manner, in addition to weakening the channels that actually guarantee to report cases of violence against children that may happen in any school.

Regarding the field interviews results, it was found that 100 percent of the interviewed directorates confirmed the existence of a law prohibiting corporal punishment in schools, and that this law includes clear and specific policies prohibiting corporal punishment in schools.

This review confirms that the application at the level of the directorates is in place.

Schools Level

Schools handle students in accordance with student discipline instructions through their affiliated councils. It is not certain that there is training and qualification for the administrative and educational cadres on the proposed controls and mechanisms to activate the positive discipline instructions, and whether the mechanism of supervision and follow-up on the plans directed to students to whom student discipline instructions apply to, are in place. In addition, the analysis matrix of the current situation and the opportunities available in the strategic framework document, as well as the action plan to reduce violence against children, showed a weakness in committing to implement student discipline instructions to intervene in cases where favouritism and tribalism might prevent reaching radical and deterrent solutions.

As explained above, the completion of the procedures manual for dealing with cases of violence against students at the end of 2020, and the fact that students did not attend schools in light of COVID-19 pandemic to date, have prevented its actual application. This will ensure that procedures, forms and work mechanism included in the guide follows the best national practices that have adopted case management as a basis for working with children's cases and takes into account the best interests of the child as a basic principle. It is important to note that training was conducted for the relevant cadres during the first half of 2021.

Schools are usually responsible for sending information and statistical data on students and cases of violence to its directorates. However, it has not been clarified how the process of providing data to the directorate and then to the Ministry's centre helps in the process of data analysis and in discovering the most urgent issues in fields of prevention and intervention.

It is not certain that all cases related to students are monitored, and it is also not clear if there are any other referral entities - other than the Family Protection Department and its divisions - and what is meant here are cases such as child marriage, child labour, children without documents, unaccompanied children and children in conflict with the law. The lack of comprehensiveness in dealing with all child protection issues may affect the best interest of the child within the different circumstances in which they live, including the Syrian refugee camps, and affects the efficiency and adequacy of providing multi-sectoral services according to the national case management methodology.

Numerous trainings were provided to the concerned cadres in the School Advocacy Groups, whose name was later changed to become the Safe School Environment Council. It is important to include all cadres in training courses that enhance classroom management and positive discipline. At the same time, a challenge emerged in the poor management of the training process particularly in the realm of knowledge transfer from trainees to students and to other teachers, since many of the trained cadre were either transferred or retired.

In 2013, the Tarbiya' programme was launched to enhance the public effectiveness of the Ma'an programme and to enhance its sustainability and scalability. One of the strong features of the Tarbiya' programme is that it expanded to include government schools, schools of military culture, UNRWA schools, and Syrian refugee schools in camps. This represented a rich opportunity to apply this programme in multiple and varied contexts. Covering budgets resulting from such programmes constitute a challenge as long as financial allocations for programmes related to child protection issues are not clear. In addition, the "Tarbiya" programme came to support the counsellor and the teacher with educational and professional methods that help reduce violence by maintaining sound educational methodologies.

The results of field interviews showed that 100 percent of interviewed principals indicated that there are specific measures that prevent corporal punishment in schools and 86 percent of principals indicated that there is a law and regulations prohibiting corporal punishment in schools. As for teachers, the results of field interviews showed that 83 percent of interviewed teachers indicated that there are specific measures that prevent corporal punishment in schools. In addition, 94 percent of teachers indicated that there is a law and regulations prohibiting corporal punishment in schools.

This review confirms that the application at the school level is in place.

	Teacher training on positive discipline and classroom management is included in pre- and in-service training.	District ensures that teachers receive thorough training in techniques of classroom management.	Teachers have received training on positive discipline and classroom management in the last three years
B = Partially in place		Assessment	
B = Partially in place		B = Partially in place	

National Level

The Ministry of Education is aware of the importance of pre-service and during service training, by clearly indicating in its strategy a description of the reasons that prevented the continuation of pre-service training programmes, the most prominent of which is linking employee recruitment to the Civil Service Bureau, which is not required in principle to enrol in pre-service training programmes. Note that the Ministry, through its partnership with the Queen Rania Teacher Academy, hopes to gain access to employee training before they join service. In addition to the prevailing belief that any training is related to teaching skills, and despite the importance of this training topic, the pre-service training is related to child rights, child protection issues, gender-based violence, and working with children in humanitarian conditions such as refugee children and any issues related to children and the reduction of violence. Likewise, with regard to in-service training, there is an urgent need to develop a policy based on the culture of pre- and in-service training, and to integrate various training methodologies of multiple levels such as training in the training room, on-the-job training, and direct supervision, while developing a policy for follow-up, evaluation,





accountability and to ensure that training outcomes are reflected in the practical application, and eventually to have a positive impact in support of a safe and stimulating environment for students at the levels of the Ministry's centre, the district and the school.

There are several central teams at the Ministry of Education to implement the most prominent national programmes; a central team of heads of educational counsellors' departments was trained on the Ma'an programme and protection of children from violence. In addition to forming and training a relevant central team, another concerned central team was also formed that focuses on the parenting programme for the early childhood and adolescent stages, and the Directorate of Guidance and Counselling is contributing to a review of the final version of the updated parenting programme. In addition, the Ministry institutionalised the parenting awareness programme in 2019. Parenting awareness programmes have a direct link to reducing violence rates, promoting positive discipline and enhanced care.

The Ministry of Education, in partnership with UNICEF, reviewed the training materials for Ma'an and Child Protection programme and incorporated the material that had been developed into the Ministry's training programmes for teachers, managers, and counsellors. Work on this task began in 2019 and ended at the end of 2020. The next action of the Ministry of Education is to adopt this training programme for teaching, administrative and counsellor's cadres, so they can be assigned to them before and during the service, and to develop a methodology that guarantees knowledge transfer. At the same time, it enhances the capabilities of the cadres working with students.

As for the results of field interviews, 60 percent of the partners and departments at the centre of the Ministry of Education reported that there are units established in the national curriculum for teacher training on strategies related to positive discipline before service, and that 50 percent of teachers also receive training on the same topics during service which include positive discipline strategies, teacher commitments on child protection and reporting, referral and response, while 40 percent do not know whether these trainings are conducted for teachers during service.

This review confirms that implementation at the national level is partially in place.

Directorate Level at governorates

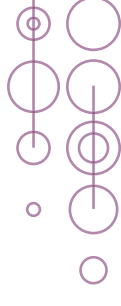
The educational counselling departments in the directorates supervise the outputs of the work of the safe school environment councils.

A team of trainers was formed from the heads of educational counselling departments on the procedures' manual of the Ministry of Interior to work with cases of violence.

No evidence has been provided ensuring that directorates are undertaking the follow-up training, and schools still need more training and monitoring to ensure that the teacher has received adequate training in classroom management and any skills needed to empower the teacher. Consequently, it was noted that there is a lack of documentation of the role and tasks of the field directorate during the theoretical review of all relevant national documents.

As for the results of the field interviews, it was shown that 62.5 percent of the employees in the directorates indicated that new teachers (less than 3 years of experience) had received pre-service training on positive discipline and classroom management strategies, and that 25 percent reported that these teachers were not trained on these exercises.





As for the regular in-service teachers, 87.5 percent of the employees in the directorates indicated that their teachers had received training on positive discipline, how to reduce violence, and methods of referral to the directorates during the past three years.

This review confirms that the application at the level of the directorates is partially in place.

Schools Level

All teachers have received training in classroom management, especially educational supervisors, and the training aims to improve the skills of supervisors on how to protect children and find a safe place, but this training still needs more improvement especially in the area of protecting children. No evidence was found in the past three years showing that the teachers have received training on child protection.

As for the results of field interviews, it was found that 50 percent of school principals indicated that new teachers (less than 3 years of experience) had received pre-service training on positive discipline and classroom management strategies. In contrast, 48 percent of school principals indicated that new teachers had not received any of these training.

As for regular in-service teachers, 55 percent indicated that their teachers had received training on positive discipline, how to reduce violence, and referral methods to directorates during the past three years. While 34 percent of school principals indicated that these teachers did not receive any of these trainings.

While 41 percent of teachers indicated that new teachers (less than 3 years of experience) had received pre-service training on positive discipline and classroom management strategies, and 44 percent indicated that these teachers did not receive any of these trainings.

In the field of training regular in-service teachers, 51 percent of the teachers indicated that the teachers had received training on positive discipline, how to reduce violence, and methods of referral to directorates during the past three years. On the other hand, it was found that 33 percent indicated that these teachers did not receive any of these trainings.

Also, 51 percent of the students indicated that their teachers had received training in positive discipline and classroom management.

This review confirms that the application at the school level is partially in place.

1.3

The roles and responsibilities of the Ministry of Education in response and referral to incidents of violence are clearly set out in the multi-sectoral national child protection policy framework.

A national policy framework, strategy or other system that outlines the role of the Ministry of Education as part of the national child protection system alongside other formal actors (Health, Social Welfare, Justice, Police).¹⁶

There is district-level coordination of national policy framework and support for implementation in schools.

School follows national and/or district policy and coordinates with local authorities and other duty bearers.

Assessment

A = In place

B = Partially in place

B = Partially in place

¹⁶These set out the mandated roles and responsibilities of state actors in the national child protection system. See section 2.1. UNESCO/UNWOMEN 2016 for a discussion of child protection systems





National Level

The Ministry of Education, as part of the Jordanian government, committed itself to work within the child protection system through the National Framework for Family Protection from Violence and Child Protection 2016. The Ministry was also within the development of the unified national procedures guide that comes based on this framework to form a reference national tool for national action. The Ministry of Education, through its membership in the National Team for Family Protection from Violence and Child Protection, is an essential reference for gaining and mobilising support with other key entities in issues related to children.

As for the draft Child Rights Law, which is currently being reviewed by the Legislation and Opinion Bureau, the Ministry of Education in its membership in the development team has played a basis for ensuring the protection of children in all of its forms. Article 16 indicated that all working parties including the Ministry of Education shall take all appropriate measures to provide awareness programmes related to child development, physical and psychological developments, and sexual health, and to ensure health education at all school levels and in accordance with the student's age and perception. In addition to the inclusion of no less than 6 articles in the draft of this bill related to providing education and ensuring a safe and stimulating environment for education, including raising the efficiency of teachers and directing specialised training.

A specialised committee has been formed to amend the instructions related to school dropout in order to reduce dropout level and to put in place measures that address this phenomenon among groups of students, especially those who are forced to engage in labour, and refugee children who are forced to work to provide for the family in the absence of a family breadwinner. In parallel, a draft child labour system was also prepared, which was supported by the Ministry of Social Development and after having the support of both the International Labour Organisation and UNICEF for the preparation of this draft during the year 2018-2019, relying on the case management methodology and standard national work procedures, due to the presence of a link between child dropout and their involvement in work.

As for the results of field interviews, it was shown that 80 percent of the central departments in the Ministry and the partners have a policy, framework or national action plan for child protection. Also, 70 percent indicated that there are policies or guidelines specific to the Ministry of Education that require directorates/schools to adopt the national child protection policy for local use and to identify focal points for supervising and responding to reports of violence in schools

This review confirms that the commitment at the national level is in place.

Field Directorate at governorates and School levels

Forming a team of adolescents, consisting of male and female children in the age group 12-18 years from various governorates, to be referred to for opinions sharing when issuing booklets concerned with children, and also to hold awareness sessions for them in which children work to raise awareness of all the programmes in which they are trained. Awareness programmes aim at providing students with basic knowledge and skills to improve their scientific level. This programme was carried out by the National Council for Family Affairs in cooperation with the Ministry of Education, according to the sixth periodic report on the rights of the child.

¹⁴A team of young men and women has been formed since 2008, with the support of UNICEF, within the age group 14-21 years, representatives from all regions of the Kingdom "north, central and south" who had societal contributions through local associations or youth centres; and from those who formed views on the experiences they went through or were able to express the issues that affect their generation, taking into account that the team includes in its membership a group of children with disabilities and working children, and is directly subordinate to the Council. While continuing to provide the team with new members when one of the members leaves due to exceeding the age group, in order to ensure the continuity of the team and the cumulative experiences change continuously between the old team members and the new members, between (2008-2018). In 2019, the entire previous group was replaced by a new category of children of the Jordanian Child Parliament and as representatives of children from all governorates, where 30 deputies from the Jordanian Child Parliament joined as representatives for youth in the Council and were trained during the year 2020 on debates and media with support from UNICEF.

The Ministry of Education has opened 150 cultural centres for dropouts in various regions of the Kingdom in cooperation with partners (Questscope Foundation for Social Development and International Relief Organisation), and nearly 4009 students joined these centres with the aim of contributing to the provision of education for all, as well as the development of society by providing those enrolled in the programme with basic and essential life skills and raising the cultural and scientific levels of students. The duration of the programme is (24) months, and the student will receive (3) sessions of (8) months each. This programme targets male children who drop out of school from the age of (13-18) years and females from the age of (13-20) years. This is according to the sixth periodic report on the rights of the child.

The Ministry of Education stipulated in their strategic plan (2018-2022) protecting children and providing all school students with a safe and stimulating environment and receiving best learning practices within the framework of the strategic strategy. There is no direct or clear framework for how to respond to and follow up with children if they are exposed to any kind of violence. This indicates the fact that the policy is in place, but without clear content, steps, and procedures. Perhaps the preparation of the internal procedural manual for dealing with cases of violence came to address this gap in the strategy.

According to the result of field interviews 62.5 percent of participants from field directorates confirmed the existence of a national policy for child protection, and an action plan as well. Meanwhile, 62.5 percent also indicated the existence of a coordination framework among all sectors concerned with child protection at the referral level.


This review confirms the partial existence of the application at the level of field directorates and schools, and have been merged together due to the lack of knowledge in the differences between what is done at the level of the directorate and school.

	<p>The Ministry of Education has established a national child protection/safeguarding policy with the requirement that all sub-national authorities and schools under their purview develop their own localised policies.¹⁸</p>	<p>The district authorities support the establishment of localised and coordinated school child protection policies, and has identified one focal point with overseeing and responding to concerns.</p>	<p>School follows national policy or independently has established child safeguarding policies and procedures.</p>
A = In place		Assessment	
		B = Partially in place	B = Partially in place

National Level

The Cabinet approved the National Framework Document for Family Protection from Domestic Violence and Child Protection 2016, a document developed in partnership with ministries, relevant authorities and United Nations organisations, such as UNICEF and UNHCR. The Ministry of Education has committed to it, as it is mainly part of this system. In addition to the reference to the adoption of the Manual of Standard National Procedures and guidelines for work with domestic violence and child protection issues.

¹⁸See UNICEF 2012; Keeping Children Safe 2014.



The Ministry of Education signed a special protocol with the Ministry of Planning and International Cooperation and UNICEF for the purpose of institutionalising and strengthening the Ma'an programme in each of the districts and expanding its application in the Zaatari and Azraq Syrian refugee camps, in order to include all children within the protection system. And the expansion of the programme's objectives to include all forms of violence against children, as the programme began with violence directed from the teacher to the student.

The internal procedures manual of the Ministry of Education to deal with cases of violence included a follow-up and evaluation matrix with the necessary indicators to verify the implementation of these procedures, follow-up mechanism and identification of responsibilities.

As for the results of field interviews, it was shown that 57 percent of those who answered agreed to the existence of a policy or framework for child protection indicated that an official from the Ministry of Education was identified as a liaison officer to supervise the implementation of the policy

This review confirms that the commitment at the national level is in place.

Field Directorate Level at governorates

Regarding the directorate: the liaison officers at field directorates usually carry out follow-ups related to the progress of work in the field of child protection, and any important activities that are conducted through Advocacy Groups/ Safe School Environment Council, and usually the liaison officers from the educational counselling departments of these directorates. Knowing that the adequacy of the coordination and follow-up mechanisms that are carried out on the ground are not clear, and whether it is carried out in all schools within an action plan prepared for this purpose.

As for field interviews, it was shown that 70 percent of the employers in the Ministry of Education indicated that there are directives for field directorates from various sectors (health, education, social, legal, and security services) to respond to cases of violence against children and specify roles and responsibilities. The results also showed that 70 percent indicated that there was an adoption of the National Child Protection Policy at the local level with regard to responding to reports of violence in schools.

The lack of information was noticed during the theoretical review of the field directorates regarding their role in follow-up and support for schools within their geographical jurisdiction.

This review confirms that the application at directorates' level is partially in place.

Schools Level

Schools follow the instructions and policies approved by the Ministry of Education and the Field Directorate, and any weakness in not performing the duties exposes the employee to accountability.

As for field interviews, it was shown that 93 percent of school principals indicated that there are confidential reporting procedures for students to report cases of violence to which they may be exposed and 85 percent of teachers indicated that there are confidential reporting procedures for students to report cases of violence to which they may be exposed. Additionally, 83 percent of these teachers indicated that there are detailed step-by-step procedures on how to respond to these claims.

This review confirms that the application at the schools' level is partially in place.






1.4	<p>The country has endorsed the Safe Schools Declaration and in situations of armed conflict is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.¹⁹</p>	<p>The Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict have been brought into domestic policy and operational frameworks as far as possible and appropriate.</p>	<p>The Guidelines are widely disseminated by district authorities so that all parties engaged in conflict are aware of and able to abide by them.</p>	<p>School level plans in place to reduce risk of attacks, to respond quickly to risks, and to have a clear plan for safe school re-opening after attacks happen.</p>
Assessment				
		B = Partially in place	B = Partially in place	B = Partially in place
<p>National level</p>				
<p>The Hashemite Kingdom of Jordan report on the Kingdom's measures to implement the provisions of the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, states: "In addition, recruitment into the armed forces is not permitted. Except when reaching the age of eighteen, according to Article (3) of the Service Law No. 23 of 1986."</p>				
<p>In 2015, the National Centre for Crisis Management System No. (20) was issued, which aims to develop programmes related to facing crises in coordination with all national sectors, develop programmes and policies related to building the security of the national database and information, and consolidate cooperation between the state's military, security and civil institutions and private sector institutions in order to comprehensively contribute to facing crises and creating a safe and stable national environment.</p>				
<p>It should be noted here that Article 13 of The Armed Force's Officers' Service Law and its amendments require that for a person to be appointed as an officer in the armed forces, they must be at least eighteen years of age. At the same time, Article 5 of the Armed force's officers Service Law and its amendments for the year 1972 stipulated that the age of service officers should not be less than sixteen years old. "To have completed the age of 16 if he is a soldier, and 15 if he is a pupil". This indicates the importance of amending the text of this article in line with Jordan's international obligations towards the Convention on the Rights of the Child and the Optional Protocol to the involvement of children in armed conflict.</p>				
<p>As for the recruitment of children into non-state armed groups, the sixth periodic report of Jordan on the Convention on the Rights of the Child and the Optional Protocols indicated that Jordan is free of armed groups, in addition to that Jordan is committed to attending international discussions on the Paris Principles for the protection of children recruited by illegal means or their use by armed forces or groups.</p> <p>Jordan signed one of the agreements with the Interpol, in relation to the Family Protection Department to extradite criminals in cases of child recruitment and prostitution via the Internet.</p>				

¹⁹The Safe Schools Declaration is an inter-governmental political commitment that provides countries the opportunity to express support for protecting education from attack during times of armed conflict; the importance of the continuation of education during war; and the implementation of concrete measures to deter the military use of schools. See more details: protectingeducation.org/safeschoolsdeclaration





The Jordanian Armed Forces are playing their role in spreading awareness and training, including by holding a set of training courses at the Peace Operations Training Institute specialised in protecting civilians and children and dealing with refugees. There is no detailed information about these exercises, and whether they are held periodically or not.

The policy document and guidelines for action in the field of domestic violence and child protection issued in 2018, clarified that children associated with armed forces and armed groups are one of many child protection issues. This document lists the main measures to prevent and address the involvement of children in armed forces or armed groups by referring them to case managers in relevant institutions, provide sustainable solutions for vulnerable children, and monitor and report on the recruitment or potential use of children in armed conflict. Children are dealt with in accordance with the Juvenile Law, but at the same time considering cases related to state security, including joining armed groups. These cases, including juvenile cases, such as drugs cases, are dealt with in state security courts and not in juvenile courts. The mixing of juveniles with adults and the specialisation of judges in dealing with juveniles may not be taken into account in terms of their age group, and other challenges that juveniles may face in the justice system.

The Jordanian Armed Forces contribute to supporting the expansion of education, through the Directorate of Education and Military Culture, which provides school buildings and teachers to teach children, especially in remote areas. It is worth noting, as expanded above, that a number of military schools were part of the schools implementing the Ma'an Programme.

As for the results of the field interviews, it was shown that 70 percent of the central departments in the ministry and partners indicated that Jordan clearly approved the “safe learning” declaration and that 57 percent indicated that there are national policies or guidelines that refer to directives to protect schools and universities from military use during armed conflict.

This review confirms the partial existence of commitment and application at the national level.

Field Directorate level at governorates

It was not found that there was any specific information from the theoretical review related to field directorates and how to follow up on schools within their geographical jurisdiction.

As for the results of the field interviews, it was shown that 75 percent of those interviewed from the education directorates indicated that there is a clear action plan in case of community violence that its effect on schools in the directorates, while 25 percent indicated that there is no such plan.

Schools level

No specific information was found from the theoretical review regarding schools' implementation of any plans in the event of an armed conflict.

As for the results of the field interviews, it was shown that 75 percent of school principals indicated that there is such a plan to deal with any effects of societal violence, while 62.5 percent of teachers reported that there is such a plan to deal with any effects of societal violence.

This review confirms the partial existence of the application at the level of field directorates and schools, and have been merged together due to the lack of knowledge in the differences between what is done at the level of the directorate and school.

General Note: some information mentioned above is brief. For those who are not familiar with the context of Jordan or not aware of the situation, there will be a lack of information or information received is incomprehensible and incomplete in its meaning.





Summary of Findings: Implementation of Laws and Policies - Benchmark 1

This section has provided an overview of the findings from the document review and results of field interviews surrounding Benchmark 1.

First, a summary of best practices:

Legislative level:

- The existence of legislative frameworks that support children, such as the Jordanian Penal Code, the Education Law, Protection from Domestic Violence law, student discipline instructions, and the National Framework for Family Protection from Domestic Violence and Child Protection.
- Giving clear importance to the basic principles relating to children, the most important of which is the inclusion of all children in the draft child rights bill and programme, including refugees and children with disabilities, and working to provide equal access opportunities to education for males and females.

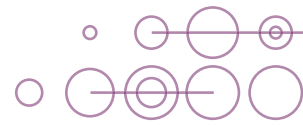
Strategic level:

- National strategies reflect a clear and specific response to provide a safe and stimulating environment for children, and to reach all children, such as the Ministry of Education strategy. 2018-2022.
- Adopting the National Standard Operating Procedures Manual and General Principles for working with child protection issues, which was launched in 2018, as a clear reference and approved by all parties which was based on the National Framework for the Protection of the Family from Domestic Violence and Child Protection, updated in 2016.
- Related public sectors and civil society institutions are working comprehensively and with clear sectoral roles to prevent and respond to child protection.

Application and practice level

- Signing a protocol to implement the action plan related to the Ma'an (Together) for a period of three years supported by UNICEF for the Ministry of Education. This protocol included preventive outcomes to reduce violence against children, and developing the internal procedures manual for working with cases of violence and training a pivotal team on it, developing monthly electronic surveys, and activating the safe school environment councils (previously known as School Advocacy Group).
- It is also expected that a comprehensive strategy to develop an accountability, transparency and institutionalisation system, will be completed by end Of 2021. it will include working on reviewing job descriptions for all cadres concerned with child protection at the Ministry of Education, developing student discipline instructions to be based on the best interest of the child and characteristics in the various developmental stages, with the development of a procedural guide for these instructions in order to ensure that all schools apply the instructions for student discipline with consistent and common understanding.
- Adding a specific benchmark/indicator for violence within the Healthy Schools Accreditation Programme to evaluate through the programme annually and obtain (healthy and safe/violence-free schools) certificate, and adding a specific indicator to promote a safe school environment and positive learning within the Queen Rania Award for Educational Excellence or as a condition for applying for the award at all levels (principal, teacher, counsellor). Work on these indicators will be completed by the end of 2021.





- In terms of prevention: the continuity of a number of programmes that have an impact in reducing the rates of verbal and physical violence on children. The best example is Ma'an, which started in specific areas, then expanded based on evidence, and included government and military schools, UNRWA, and schools including Syrian refugees, turning from a campaign to a programme that includes basic programmes, such as the "Tarbiya" programme and the School Advocacy Group/Safe School Environment Council, to be integrated into the strategy of the Ministry of Education and in its implementation plans from the level of the ministry to the directorate and then schools.
- In terms of intervention and response to violence against students: approval of the final version of the Ministry of Education's Procedures Manual for dealing with cases of violence against students, and the formation of a specialised training team for this manual. In addition to reviewing verification and investigation procedures, ensuring they respond to all cases of violence against children in all schools in a unified and consistent manner, and ensuring that all detected cases of children are checked for risk, priorities for intervention and needs are met, and that all cases are proceeding according to the tracks prepared for the response.
- Establishing free hotlines to receive complaints on child protection issues. The National Emergency Line (911) has been established to receive these complaints around the clock from all governorates in the Kingdom. The Guidance Department at the Ministry of Education also operates a hotline to receive complaints on violence against children from students and parents. The protection institutions of the Ministry of Social Development provide services to abused children and their families. The Jordan River Foundation (JRF) operates a helpline for families, through which it provides support in various family issues, especially domestic violence. In addition, rehabilitative and therapeutic services have been developed for victims of violence. The Jordan River Foundation established "Dar Al-Aman" or "Safe Home" as a child protection treatment centre that provides rehabilitation services to children who have been subjected to violence, and is currently managed by the Ministry of Social Development.

Second, gaps and challenges:

Legislative level

- Amending and/or issuing any instructions usually require time, and this delay may affect the procedures applied on the ground. However, it is important to review student discipline instructions and start to amend them in line with guidelines in working with children, such as the best interest of the child, even if this requires more time. Sometimes, developing any project can be done when financial support is available, which is often outside the general budget. Another important example is the delay in approving the draft of the Jordanian Child Law, which was last amended in 2018-2019; the draft law is still in the Legislation and Opinion Bureau.

Strategic level

- Despite the Ministry of Education's desire to continue the activities of the Ma'an program, there is a weakness in linking the ministry's strategic priorities related to violence to an estimated budget, and it cannot be ensured that it will remain allocated and will not be reduced during the budget review period prior to the approval of the general budget; especially with difficult economic conditions. Allocating budgets and maintaining them remains a challenge that impedes the continuity of some programmes, unless they are supported by external funding and not from the General Budget Department, which follows a policy of limiting public spending. This is in accordance with what was stated in the strategy of the Ministry of Education 2018-2022. In addition, financing the Ma'an programme's activities is carried out through UNICEF, without allocating any specific lines in the Ministry's budget for these activities other than contributing through the working hours of its cadres, in accordance with what is stated in the strategic framework and action plan to combat violence against children 2019-2021.





- It was not clear that all job descriptions for the departments and jobs related to working with students, child protection and dealing with cases of violence, were done for all job roles. For example, the role of the counsellor in the school did not show that their job description was developed in line with a response to cases of violence, prevention, and support to provide students with a safe and stimulating environment.
- The creation of a specialised department in the ministry concerned with protection is an important matter. At the same time, it was not clear that there is a dedicated employee affiliated with this section in the field directorates in all the governorates of Jordan, meaning that the department in the ministry's centre performs direct follow-up with the educational counselling departments in the Field Education Directorate, which may indicate a clear level of centralisation at a time when the government and the Ministry of Education in particular have announced the decentralisation approach.

Application and practice level

- Schools generally suffer from over-crowdedness in classrooms. Despite an increase in funds, the insufficient resources allocated for school infrastructure maintenance limits the Ministry's ability to follow up on the required maintenance in many schools, in addition, and as a response to the large influx of Syrian refugees many schools were forced to convert to the double shifts system, which also exerted pressure on the school infrastructure and its consumption.
- Despite this apparent increase in the number of students, however, many schools are still devoid of counsellors, and some of the roles of the counsellor are assumed by an assigned teacher, which affects the teacher's dedication and performance of two tasks on the one hand, in addition to the fact that the specialisation of counsellors is different from education. This also affects the response and intervention to cases of violence, or the design and implementation of preventive programmes within the school and in the community.
- With regards to teacher's abilities and capacity building, and despite the Ministry's approach for training and classifying training levels and directing many training programmes for education personnel working in schools and directorates, the lack of a link between training programmes as an approved approach in both recruitment and performance evaluation weakens the effectiveness of the training in terms of its impact on the schoolwork environment.
- Schools sometimes suffer from managing all programmes and activities directed to them from various partners and supporters, which leads to dispersal of schools in implementing several programmes at the same time, and sometimes pressure increases on the administrative and teaching staff for their involvement in implementing and following up these activities. In addition, many programmes and activities depend on the cessation of external funding.
- Despite the characteristics of the monthly electronic survey system on violence by monitoring cases continuously, the poor understanding of the main objective of this survey and perhaps the extent of its seriousness in application (according to what was mentioned in the strategic framework and action plan to combat violence against children 2019-2021) posed a challenge in the absence of any review or amendment processes based on surveys' feedback or required follow-up.

Third, suggested recommendations:

Benchmark 1.1: The government has included prevention and protection from violence through specific strategies in education sector policies, plans and budget.

- Finding legislative procedural mechanisms that can speed up the adoption and issuance of amended and/or updated laws, with the importance of giving legislations related to children a priority in the Legislative Opinion Bureau, the House of Representatives and the Senate.





- Finding mechanisms to ensure the implementation of regulatory legislation and policies to protect children from violence.
- Implementation of campaigns to mobilise support and pressure, especially by civil society organisations and institutions related to child protection, the Centre for Human Rights and the National Council for Family Affairs, to expedite the issuance of these legislations.
- Working to increase the general budget allocations of the Ministry of Education for programmes that reduce violence against children, and programmes for institutionalising projects such as the Ma'an Program.
- Directing funding according to the priorities of programs related to child protection and based on national priorities to ensure the sustainability and impact of these programs.
- Formulate indicators to support a safe and stimulating school environment, including expanding the scope of safe school environment councils within the plans of the Ministry of Education and relevant partners.

Benchmark 1.2: There is an explicit prohibition of corporal punishment in policies, to support positive discipline and classroom management.

- Conducting validation and testing of student discipline instructions that are expected to be completed by the end of 2021, and their procedural manual, so that this verification and testing includes various schools at the governorate level in Jordan.
- Direct application of the manual of internal procedures of the Ministry of Education to deal with cases of violence against children through a regular follow-up and monitoring plan, after the students return to school, which was disrupted as a result of the COVID-19 pandemic. Immediately, the trained pivotal team trained should work on providing this training and expand it to include capacity building of all concerned workers in the field directorates and governorates.
- Institutionalizing the work of safe school environment councils in schools, and activating the role of directorates to support and follow up on the activities and programs of these councils.

Benchmark 1.3: The roles and responsibilities of the Ministry of Education in responding to and referring cases of violence are clearly defined within the framework of the multi-sectoral national child protection policy.

- Adopt and disseminate the objectives related to the Directorate of Guidance and the Directorate of Early Childhood Development, which are currently being developed. And the adoption of job descriptions for jobs related to child protection. The accreditation and circulation should include all levels of the ministry (central, directorates, schools).
- The Ministry of Education approved the child protection training curriculum that was developed in 2020 for teaching and counseling cadres within the training programs approved and institutionalized by the Ministry.





Benchmark 1.4: The Kingdom has endorsed the Safe Schools Declaration. In situations of armed conflict, it implements the guidelines for protecting schools and universities from military use during armed conflict.

- Amending national legislation to support preventing children from joining the armed forces, such as Article (5) of the Armed Forces Personnel Service Law, and any other legal articles, based on the National Operational Procedures Manual and general principles for working with child protection cases launched in 2018, as this guide also included children in armed conflict, considering it one of the basic child protection issues, and dedicating a section for it.
- Develop a system and or instructions related to adolescents, which includes juveniles who are recruited and/or exploited in armed conflicts, and ensure that the implementation of the system is in accordance with international best practices and that the draft Jordanian Juvenile Law 2019 includes these juveniles.



4.2 Findings for Call to Action 2: Strengthen prevention and response at school level

Table 4: Findings for Call to Action: Benchmark 2 - Strengthening prevention and response at school level.

An assessment of “A” indicates that checkpoints/requirements are in place, an assessment of “B” indicates that checkpoints/requirements are partially in place, and an assessment of “C” indicates that checkpoints/requirements are not in place.

A = In place B = Partially in place C = Not in place


Item	Benchmark	National	Sub-national/District	School
2.1	Key violence prevention strategies are embedded in curriculum-based activities for children²⁰	National curriculum includes age-appropriate approaches that (i) develop life skills, (ii) teach children about violence and safe behaviour, (iii) challenge social and cultural norms and promote equal relationships.	District supervises and assures information and curriculum is implemented in schools.	Schools deliver formal school syllabi that includes life skills, safe behaviour, and equal relationships.
Assessment				
A = In place			A = In place	

National Level

The Ministry of Education recognises the importance of modifying and developing curricula and moving away from didactic learning, as well as creating content that develops critical thinking skills and problem-solving strategies. Therefore, at the time of developing the Ministry’s strategy 2018-2022, the MoE clarified that it is conducting a study of school curricula for each subject with the help of experts specialising in gender to ensure that these curricula reflect equality. The National Centre for Curriculum Development and Evaluation that was established in 2017 is specialised in developing curricula for the MoE. The process of enhancing basic life skills and motivating students to learn in a safe, stimulating and attractive environment will have a role in reducing the school’s dropout rate in light of children’s tendency to engage in work due to the poor living conditions of their families, especially for refugee families. In addition, there are challenges related to weak financial allocations for the process of developing and addressing the perceived weakness in the Jordanian curriculum content on global issues such as human rights and gender. This pushed the Ministry to address these challenges in the strategy through the strategic goal of “improving the quality of education, which contributes to preparing a good, productive citizen who belongs to his country.” Thus, it is expected, according to the Ministry’s strategy, that by the year 2022 the curricula will be revised for all school levels, including local and global concepts such as human rights, social development, gender equality and sustainable development. In addition to ensuring that teaching and educational content is free of bias and gender stereotypes and ensuring the bulk of learning content and environment in education is free from bias against women. This is according to the fourth area related to quality within the strategic objectives in the education strategy 2018-2022 under the title of mainstreaming gender issues in education.

Specifically, the MoE indicated in its strategy and that during the preparation period, an early childhood development curriculum will be developed based on developmental standards and practices and preparing educational resources appropriate to the age group, to stimulate their curiosity and ability to learn. It was not clear whether the actual preparation and development had begun or not.

²⁰Section 3, WHO 2019, Schools-based Violence Prevention: A Practical Handbook. This links to Benchmark 3.2 and 5.3



Regarding the results of field interviews, it was indicated that 60 percent of central departments by the Ministry of Education interviewed reported to have a national curriculum that takes into account the different age groups of students in various basic and secondary school levels and that works to develop students' life skills such as communication skills and problem-solving. The national curriculum for students for all academic levels contains topics related to safe behaviour and protection, and that 50 percent of the curricula also contain subjects about gender equality, parity, and the integration of different groups while 20 percent of central departments indicated that there are no such curricula related to developing life skills, and 30 percent indicated that the national curriculum does not include in all grades topics that encourage the integration of minorities and fair gender equality. 20 percent also indicated that they do not know whether the topics related to basic life skills and teaching students about safe behaviour are available in the curricula or not.

This review confirms that legislative frameworks at the national level are in place.

Field Directorate Level at governorates

Field directorates allows meeting the special needs of schools that fall within its geographical jurisdiction, and developing partnerships with the private sector and local community organisations to obtain their support and assistance in implementing the development plans for schools. It also ensures the activation of Student Councils, following up the implementation of school initiatives, and improving the learning and school environment.

Directorates are also mandated to collect reports on the implementation of activities with their quantitative and qualitative data, such as indicators related to quality and training, provide feedback to schools on the quality of achievement and address any problems and challenges of these schools. It is worth noting that time periods are not clear in which these reports are collected, whether they are monthly, quarterly or semi-annual.

Regarding the results of field interviews, 87.5 percent of interviewed educational cadres indicated that there are curricula that teach children in the basic and secondary school stages about life skills, and 62.5 percent of them indicated that these curricula that students learn are related specifically to violence and safe behaviour and that 62.5 percent also indicated the presence of issues related to the integration of groups and gender equality in the educational curricula for students in all basic and secondary school levels.

This review confirms the existence of legislative frameworks applied at the directorates level in place.

Schools Level

According to the Education Strategic Plan 2018-2022, schools work on strengthening students' life skills, stating very clearly, "We are looking for a new generation equipped with life skills that are very important tools for the future." School counsellors implement life skills programmes (cooperation, teamwork, critical thinking, problem solving, interacting with others, self-management, and anger management). These activities fall within the Ma'an programme and a number of awareness programmes, especially in the field of drug control, violence and bullying.

Schools are implementing the "Tarbiya" programme activities which emerged in 2013 as one of the outputs of developing the Ma'an programme, which was able to actually improve the performance of schools in terms of reducing violence rates against students, according to the Ma'an programme evaluation report issued in 2017. The "Tarbiya" programme helped schools in providing teachers and school personnel with the necessary skills to manage students' behaviour, enhance students' social skills, in addition to motivating them to feel accountability and self-discipline, and also the participation of the community in initiatives and activities concerned with reducing violence against children.



In light of the instructions describing the tasks of school administration and teaching staff No. 11 of 1981, schools ensure the safety of the educational environment, innovating and designing activities in support of the education process, identifying the needs of students, maintaining communication with the local community including parents, and integrating the participation of parents in the various approved councils as per education laws.

As for the results of field interviews, 69 percent of the students indicated that they received lessons related to life skills, while 31 percent indicated that they did not receive any of these subjects. Also, 74 percent of the students indicated that they received an education that includes topics related to violence and safe behaviour.

As for teachers, 77 percent, indicated that there are educational topics for students about basic life skills. About 63 percent of teachers indicated the existence of educational topics directed at students about violence and safe behaviour, and 57 percent indicated that there are topics taught to students related to the integration of groups and gender equality.

As for school principals, 89 percent indicated that students receive education related to life skills, and 73 percent indicated that students receive education related to gender equality and parity. While the percentage decreased to 52 percent of principals who indicated the existence of education in the student curriculum on violence and safe behaviour.

This review confirms the implementation of activities and programmes at the school level.


2.2 Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, and safe recruitment standards²¹

National guidelines detail process by which all schools respond to child protection concerns, including referral to services. The Ministry of Education has a focal point.	District has step-by-step procedures for schools to follow and has identified one focal point with overseeing and responding to concerns.	System for responding to child protection concerns is in place following district or central guidelines, or school if no policy. School has focal point with responsibility for responding to protection incidents.
Assessment		
B = Partially in place	B = Partially in place	B = Partially in place

National Level

The MoE recently approved the final draft of the ministry's Procedures Manual for Dealing with Cases of Violence based on the National Policies and Guidelines document for dealing with cases of gender-based violence, domestic violence and violence against children issued in 2018, and the guide to national procedures to reduce domestic violence, also issued in 2018. The Ministry's procedures manual to deal with cases of violence defines all courses of action with cases of violence against children at their three levels: Ministry centre, directorate, and school. The Policies and Guidelines document adopted by all government agencies and relevant authorities set out to adhere to all guidelines that have been adapted and adopted from the 2008 Standard Operating Procedures Guidelines, the Inter-Agency Standing Committee Sub-Working Group on Gender and Humanitarian Action, and the Minimum Standards document on Child Protection in Humanitarian Situations / Child Protection Working Group 2012, which defined controls and obligations for all sectors working in the field of child protection. It is expected that the Ministry of Education's adoption of its procedures guide for dealing with cases of violence will be followed by application and

²¹See UNICEF 2012; Keeping Children Safe 2014; UNGEI 2108. This links to benchmark 1.3 above.



experimentation at the three levels of the Ministry (the Ministry's centre, directorate, and school), in order to verify the efficiency and adequacy of the pathways for dealing with cases of violence against children and within the approved case management methodology for this purpose. This experimentation will allow later adoption of this guide to serve as a reference for all levels of the ministry.

Based on the MoE's creation of a department concerned with child protection and school safe environment, the ministry considers this section to be the point of contact and the liaison department between the ministry and the field in all its field directorates and schools. In addition, this section has a hotline for reporting complaints. There are no child protection and safe environment departments in the field districts, but the educational guidance departments in these districts play the role of the child protection and safe environment department.

The Ministry's Procedures Manual for Dealing with Cases of Violence Against Children has shown all the pathways for dealing with cases of children, stating responsibilities, timeframes, forms used, and referrals. This guide has also been provided with a framework for monitoring and evaluation to ensure that each level (ministry centre, directorate, school) provides information, communication and access to indicators to be achieved. As we explained above, these procedures were not actually implemented, because students did not return to school as usual due to the Corona pandemic.

As for the results of field interviews, 40 percent of people at the central departments in the Ministry of Education indicated the presence of a liaison officer ensuring the implementation of protection policies reached, and 20 percent believe that they do not exist. This is a limited percentage compared to what is available from the theoretical review of national documents.

This review confirms that the legislative frameworks at the national level are partially in place.

Field Directorate Level in governorates

The head of the counselling department in each directorate follows up the cases that are revealed in the schools within the jurisdiction of the directorate, and the head of the department in his capacity as the protection liaison officer provides technical support and guidance to schools on how to deal with cases of violence against children, and the cases that may be exposed and/or surrounded by risk factors.

The Directorate reports all cases of violence against children to the Family Protection Department. The head of the counselling department is also a member of the case management team for the concerned child in case there is no counsellor in the school where this student is registered.

The directorate is responsible for informing the administrative governors of school on dropout cases for the purpose of compelling parents to send their child to school and preventing him/her from dropping out.

A pivotal training team has been formed from the counselling departments concerned with disseminating training among counsellors and concerned cadres on the Ministry's procedures guide for dealing with cases of violence and child protection issues, in order to train them on how to implement procedures and use models and familiarise them with the principles of working with child protection cases and clarifying responsibilities.

As for the results of field interviews, it was found that 50 percent of field directorates indicated that there are clear procedures and step-by-step guidelines to coordinate and respond to cases of violence coming from schools, while 37.5 percent indicated the absence of these measures. This may be due to the fact that

these procedures have not yet been circulated to all directorates because they have not yet been applied and tested.

This review confirms that the existence of legislative frameworks applied at the level of directorates are partially in place.

Schools Level

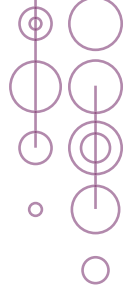
The Ministry's Procedures Manual for Dealing with Cases of Violence Against Children has defined all school-related pathways, including refugee schools, schools with counsellors, and schools without counsellors. It also included whether the case was discovered through the school and/or through the directorate and/or the ministry centre through the hotline. Through this guide, the course of action with the cases was accurately explained and followed by a specific procedural responsibility, time period, and model used. It also specified a mechanism for the school to communicate with the directorate to report cases of violence, and other practical details based on case management approach. Work is underway to train the concerned cadres from schools on this guide by the pivotal training team from the field directorates.

As for the results of field interviews, 91 percent of school principals indicated that there are specific procedures for responding to cases of violence against children in schools, and only 32 percent of principals indicated the development of procedures for reporting and responding to violence based on any procedures / national directives / or through an independent project or initiative. It is also due to the fact that these procedures have not yet been applied and tested at the three levels of the Ministry, including schools, and the concerned cadres have not yet been trained on them.

Meanwhile, the percentage of school principals who clarified the existence of specific steps on how to respond to cases of violence against children increased, while the principals explained the existence of a responsible liaison officer to follow up reports in schools. The teachers supported this percentage with 89 percent of the teachers who confirmed the presence of a protection liaison officer in the schools.

This review confirms the implementation of activities and programmes at the school level are partially in place.

	<p>National guidelines clearly outline norms and standards of ethical behaviour to be included in Teacher Codes of Conduct.</p>	<p>Codes of conduct required for all staff including District and Schools. District/sub-national authorities ensure compliance of Codes of Conduct in schools.</p>	<p>School has Code of Conduct that is publicly posted and requires all teachers to understand and comply; Ramifications for violations are proscribed and enforced; Requires written signatures by all staff; includes Codes of behaviour for students.</p>
Assessment			
A = In place		A = In place	
		B = Partially in place	



National level

Employees of the Ministry of Education are committed to the code of professional conduct for all employees working in the public sector, meaning the government, including the Ministry of Education. The Ministry of Education has put this manual on its official website called the “Code of Employment Conduct and Ethics of the Public Job” issued under the Civil Service System No. (82) of 2013. This code is binding on every employee, including cadres working in the Ministry of Education, whose recruitment comes through the Civil Service Bureau. Therefore, this code is general for all government employees, regardless of the jobs they occupy, and the ministries in which they work.

The “Training Guide for Creating a Safe and Violence-Free School Environment” issued in 2009 within the Ma'an programme included the Code of Conduct in the Ministry of Education, which included several manuals for the school principal, the teacher, the educational counsellor, students, and parents. This code specified what each of them must work on. Despite the importance of the Code of Conduct in the Ministry of Education, it did not clarify what the consequences of violating these rules will be and any procedures that will follow this violation. At the end of 2017, the Ministry implemented supportive efforts to reduce violence against children, and one of these efforts was through the launch of the new civil code of conduct for government educational institutions aiming to regulate the relationship within the school environment, leading to a safe educational relationship, free from violence, and stimulate creativity, in accordance with the strategic framework document and action plan to combat violence against children 2019-2021.

With regards to UNRWA, the Department of Education adopted the educational technical instructions document “Obtaining Discipline in a Violence-Free Educational Environment 2008.” These instructions clarified the three main obligations: ensuring that schools and educational institutions are free from violence, maintaining high levels of discipline and compliance, and prohibition of corporal punishment and other forms of harm or contemptuous punishments, as well as all forms of violence against children. These instructions are distinguished by clarifying all the principles, policies, and procedures that UNRWA staff must abide by. At the same time, it clarified the role of each job in following up on compliance with these instructions.

Student Discipline Instructions from 1981 set clear controls in prohibiting and preventing corporal punishment, and/or any kind of deprivation of rights for the student. In addition, Article 68 of the Civil Service Law indicated that, after amending it under the Amended Regulation No. 42 of 2017, an employee is prohibited, under penalty of disciplinary responsibility, to commit any of the following actions: inflicting corporal punishment in any form on any of the children in the departments, including educational, rehabilitative or training institutions, or care or protection homes, or causing harm to any of them. The explicit legal texts in which the MoE operates formed a basis for developing codes of conduct for working cadres for all levels, with a focus on schools being the first line of communication with children.

The national policy document and guidelines for dealing with child protection issues, including violence against children, constitute the ethical and professional framework for all workers in all sectors, including the education sector.

That the results of field interviews confirmed that the central departments in the Ministry of Education confirmed the existence of a code of conduct for teachers at a rate of 70 percent, and among them, 50 percent indicated that this code confirms that violence against children in all its forms is not used. At the time it was found out that 20 percent indicated that teachers sign this code periodically. It is worth noting that 40 percent indicated that teachers were part of developing and reviewing this code.

This review confirms that legislative frameworks at the national level are in place.



Filed Directorate Level at governorates

The directorate conducts follow-ups and output results on codes of conduct, specifically by the educational counselling department in the directorate. It is worth noting that no additional information was found about the roles and responsibilities of the field directorates to ensure compliance with the code of conduct, within the theoretical review that was conducted.

As for the results of field interviews, it was found that 87.5 percent of the field directorates confirmed the existence of a copy of the code of conduct for teachers in the field directorate and that 99 percent of employees have signed it.

This review confirms that the existence of legislative frameworks applied at the level of directorates in place.

School Level

The Ma'an programme has produced a major outcome related to developing codes of conduct in schools. The training manual for creating a safe school environment free from violence was developed in 2009, which aims to adopt the use of positive disciplinary methods by teachers and their application to guide student behaviour and reduce violence in schools. This guide targeted teachers in all schools affiliated with the MoE, Military schools, UNRWA schools and private sector. Therefore, this guide achieved a widespread and comprehensive adoption of all schools in various community contexts, including refugee camps. Through this guide, teachers have been trained to activate advocacy committees, which have become known as the Safe School Environment Council, and to prepare a code of conduct for each school that students participate in preparing as well, and train teachers on methods of positive discipline and classroom management. In addition to the mechanism of using the monthly survey tool used in schools. These rules are constantly reviewed and developed. It is important to mention that both the schools of the Ministry of Education and UNRWA schools have entrusted the powers of preparing and reviewing the code and rules of conduct at the level of each school, in order to give each school, the opportunity to put items that fit with any privacy issues that may appear in schools within the environment and the circumstances in which they were found. It also enhances the chances of compliance with the code as it was prepared and reviewed by the school itself.

As for the results of field interviews, 86 percent of principals indicated that they referred to the code of conduct that sets the rules of conduct for all school staff in relation to violence in all its forms. Additionally, 67 percent of teachers reported that they had read the code of conduct during the past year, and 66 percent of them stated that this code advocates not using all forms of violence against children, whether physical, psychological, or sexual, and 55 percent of the teachers indicated that it explains the consequences of violating it.

In contrast, only 30 percent of students are aware of the existence of a code of conduct for teachers. As for the dissemination and development of the code of conduct in schools, 73 percent of school principals indicated that this code is visually hung to the school community and all its members.

This review confirms that the implementation of activities and programmes at the school level are partially in place.





	<p>The establishment of safe and confidential reporting mechanisms for students is mandated for all schools. There is a working, accessible national reporting mechanism such as a national child helpline.</p>	<p>District supports schools in implementation of reporting mechanisms and ensure availability of support mechanisms. It has its own mechanism for response when reports are elevated.</p>	<p>Students are aware of and use reporting mechanisms to report experiences of violence. It is linked to support services and includes a monitoring system for reporting and accountability.</p>
A = In place		Assessment	
A = In place		A = In place	
A = In place		B = Partially in place	

National Level

The National Policies and Guidelines document and the National Standard Procedures Manual have defined the guarantees and obligations under which all sectors working on child protection issues are bound by principles of confidentiality and privacy, achieving the best interest of the child and providing child-centred services as a victim of violence. This document is also approved by the MoE, and the Ministry, in cooperation with the National Council for Family Affairs and UNICEF, took the initiative to approve the final draft of the Ministry’s internal procedures manual for dealing with cases of violence against children, and is committed to safety and confidentiality standards in all procedures and at all levels. (Ministry, centre, directorate, schools). This procedural guide has not yet been tested due to students being suspended from school hours as a result of the COVID-19 pandemic.

The Ministry has established a hotline through the Protection and Safe Environment Section, to be one of the national mechanisms used to report cases. The course of dealing with reports has been determined within clear internal work procedures between the other levels of the ministry (the directorate and the school in question) on the one hand, and between entities with legal jurisdiction to receive these reports, specifically the Family Protection Department. This includes all governorates and contexts, whether developmental or refugee camps, in coordination with UNHCR and the Family Protection Departments in the camps. Despite the importance of the Ministry’s hotline (Department of Protection and Safe Environment), this line operates during the official working hours of the Ministry.

At the same time, the Family Protection Department has adopted the national line (911) to report any cases of violence against children in all parts of the Kingdom, and this line receives notification from anyone who sees or witnesses a case of violence against children, it also receives reports from children themselves and any employee during official work hours. This line operates around the clock, every day of the week.

As for field interviews, 80 percent of central departments in the Ministry of Education indicated the existence of national procedures that direct the directorates and schools on how to establish safe and confidential reporting mechanisms for students to disclose and report cases of violence. In addition to the existence of helplines for submitting reports on violence through them.

This review confirms that legislative frameworks at the national level are in place.





Field Directorate Level at governorates

The Directorate handles the issue of periodic follow-up through periodic reports and field visits for schools within its jurisdictions, as it does follow-up on internal transfers coming from the hotline to verify cases of violence within a framework of confidentiality, and then immediately report to the Family Protection Department if needed. It is worth noting that it is not clear whether these periodic reports are done on a monthly, quarterly or semi-annual basis.

In schools where there is no counsellor, the head of the counselling department in the directorate is usually considered a member of the child case management team to follow up the implementation of the immediate response and intervention plans in terms of educational and counselling services to be provided to the child. The counselling department is also responsible for providing technical support to students in schools whose cadres need technical support to deal with students' cases.

As for the results of field interviews, 75 percent indicated that students are aware of reporting procedures and are encouraged to report.

This review confirms the existence of legislative frameworks applied at the level of directorates in place.

Schools Level

Students fill out a monthly survey questionnaire on the third week of each month to record any violence that occurs to them, whether inside the school and/or in the family. This questionnaire is filled out in a confidential and safe manner that allows the student to be free to express the violence to which they were exposed. In addition, there is a documented and specific mechanism between the schools and their directorates in providing case studies of children that need technical support from the educational counselling department in the directorate, especially for schools that do not have a counsellor. As for UNRWA schools in the camps, the UNRWA school raises these cases to the educational district in the agency to which the school is administratively affiliated.

The Advocacy Committee/Safe School Environment Council within the Ma'an programme consists of the school principal and counsellor (if any), two teachers, two students, and two students' parents. It is worth noting that a description of the roles and tasks of these councils has been developed to play their effective role in each school by developing a plan that responds to reducing violence, based on needs and cases which are monitored through the monthly survey of the school. Thus, a plan is designed to reduce violence according to the needs based on the evidence coming from the monthly survey. This is an important point and an indication on the school's flexibility in meeting the different needs that may arise for each school separately. At the same time, it is not clear how school principals are prepared to develop plans to respond to needs, and the support and motivation that the directorate and the ministry should provide to ensure responsive planning. In addition, it was not clear that there is a follow-up, evaluation, and accountability system that supports these councils at the higher levels of the ministry (the directorate and the centre of the ministry), as well as how to generalise these councils to include all schools, ensuring that lessons learnt and success stories are documented to be circulated to all schools.

As for the results of field interviews, it was found that 64 percent of students are aware of the procedures for reporting cases of violence and students are encouraged to do so, while 31 percent of students are not aware of that.

On the other hand, only 11 percent of students are aware of the existence of a national line for reporting cases of violence against them, and 89 percent of students do not know the existence of this line.



86 percent of teachers stated that students are aware of procedures for reporting cases of violence and that they are encouraged to report in case of violence against them.

As for the existence of procedures for reporting and responding to cases of violence, 32 percent of teachers indicated that these procedures exist, and 42 percent indicated that they do not exist in schools.

In contrast, 95.5 percent of school principals indicated that all students are sensitized and encouraged to use procedures to report violence.

This review confirms that the implementation of activities and programmes at the school level are partially in place.


	National pre- and in-service training for school staff includes their obligations on child safeguarding, including reporting and response obligations.	District authorities ensure that teachers receive pre- or in-service training on their obligations on child safeguarding, including reporting and response obligations.	All schools staff receive pre- or in-service training on their obligations on child safeguarding, including reporting and response obligations. Staff are adequately trained to prevent revictimization of children and are knowledgeable about the referral pathway in place in the locality.
Assessment			
B = Partially in place		B = Partially in place	

National Level

The Ministry seeks to address the challenges related to pre- and in-service training by developing an integrated system for pre-service teacher training, in cooperation with Jordanian universities and the Queen Rania Teacher Academy.

The MoE and UNRWA, in cooperation with UNICEF, prepared the training manual for creating a safe school environment free from violence in 2009. Teachers and counsellors have been trained on this manual over the years, and it is in-service training. This manual contains topics that include the characteristics of a safe school environment, the basic concepts of violence, the importance and method of developing a code of conduct in the school, the role and mechanism of action of the Advocacy Committees/Safe School Environment Council, methods of positive discipline and the quality of management, the importance of the monthly survey questionnaire and the method of filling it and dealing with information. In order to ensure that each of the school's code of conduct has been activated, it has been linked to the quality of education and accountability within the ministry's activities until the end of 2022, and to ensure the existence of behaviour modification programmes and positive methods of discipline instead of punishment, in line with the positive discipline instructions of 1981 and 2017 which prohibited the resort to physical and emotional punishment and denial of rights.

The Ma'an programme to stop violence against children has identified a set of related outcomes to reach capacity building in terms of the competence of counsellors, teachers and managers with a high capacity to identify issues related to violence against children. The second outcome relates to reviewing and



updating the training materials and curricula for the cadres working in the ministry, in addition to determining referral pathways for cases of violence against children based on case management. Other results related to the capacity building output are linked to determining specific trainings for each category according to their field of work, from counsellors to teachers to school principals and safe school environment councils.

The Ministry, in cooperation with Queen Rania Academy (timeframe is not set yet), conducted recently an induction training for a number of new teachers, which included topics related to classroom counselling and management. In addition, the Ministry has taken a positive step towards institutionalising training materials for the programme, by forming a committee to review and develop training materials and add topics to the programme such as classroom management and alternatives to punishment. In cooperation with UNICEF, this institutionalisation is expected to be completed by the end of 2021.

It has not been precisely clear that there is a curriculum or training programme for those working with children pre-service, although the Ministry realises the importance of this in stimulating a safe school environment. It is clear that the Ministry is seeking to develop a pre-service programme based on nationally approved child protection policies and reference frameworks, and some serious steps have been taken towards a comprehensive review of the training curriculum and institutionalisation, which is expected to be completed at the end of 2021.

As for the results of field interviews, it was shown that 60 percent of the central departments in the Ministry of Education indicated that there is a clear model or units established in the national curriculum for pre-service teacher training on: Strategies for positive, non-violent classroom discipline. 30 percent of these departments indicated that there is a clear template or units established in the national curriculum for pre-service teacher training on: teacher obligations regarding child protection and how to prevent re-victimization, and 60 percent do not know whether there is training on those topics or not.

As for in-service teacher training, it was found that 50 percent of central departments indicated that there is in-service training for all primary/secondary school teachers on these topics: Positive Non-Violent Class Discipline Strategies, Teacher's Obligations on Child Protection and How to Prevent Re-victimization, reporting violence and referring the response to it to directorates and schools, while 40 percent do not know whether these trainings exist or not.

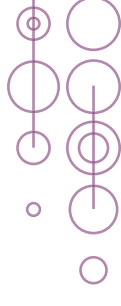
This review confirms that the existence of legislative frameworks at the national level partially in place.

Field Directorate Level at governorates

The directorate coordinates with the Ministry's centre for the placement of participants in the training, and the directorate undertakes the process of training the cadres working in schools, especially through the counselling department in the directorate that handles the training of counsellors in schools and the safe school environment councils.

Based on the training pivot team that has been trained on the Internal Procedures Manual of the MoE in dealing with cases of violence against children, whose final draft has been approved, it will train counsellors in schools where there is a counsellor, and the Safe School Environment Council coordinator in schools that do not have a counsellor on work procedures, scope of roles, notifications, forms used, and other procedural and practical details.

As for the results of field interviews, it was shown that 62.5 percent of the staff working in the directorates know that qualified new teachers (less than 3 years of service) have received pre-service training on: Effective Positive Discipline and Classroom Management Strategies. While it was found that 50 percent do not know whether qualified new teachers (less than 3 years of service) have received pre-service training on: Teacher's obligations regarding the protection of students and how to protect themselves.



As for the regular teachers, it was found that 87.5 percent of the directorates indicated that these teachers had received training on the topics referred to in the previous point. And that all counsellors, i.e., 100 percent, were trained in their roles in dealing with cases of violence against students and child protection.

This review confirms that the legislative frameworks are partially applied at the level of directorates.

School Level

Despite the adoption of the final draft of the Ministry of Education's Internal Procedures Manual in dealing with cases of violence against children, this manual has not yet been tested in schools due to the conditions of COVID-19 pandemic. In addition, the training of staff working in schools has not been expanded on this guide until trial application.

Through the "Tarbiya" programme emanating from the Ma'an programme, awareness programmes accompanied capacity building activities, and these programmes were specifically implemented by both the Family Protection Department and the Juvenile Police Department in Syrian refugee camps, and included a broad base of teachers, in addition to students and parents, which includes awareness on violence against children.

As for the results of field interviews, it was found that 54.5 percent of school principals indicated that regular teachers received in-service training on any of these topics: effective positive discipline and classroom management/teacher's obligations to child protection laws and instructions, how to reduce violence/to report violence, and methods for reporting violence and transferring to directorates during the past three years.

As for the results of field interviews, 51 percent of teachers indicated that they were trained before working during the past three years and 33 percent indicated that they did not possess this training on any of the topics.


This review confirms the partial implementation of activities and programmes at the school level.

	<p>There are national policies that regulate hiring of new teachers and staff and their transfer to ensure suitability for working with children.</p>	<p>Districts implement the policy requiring background checks when recruiting or transferring teachers.</p>	<p>School follows or has individualised methods to vet staff to ensure their suitability for working with children; it requests new hires or districts to report previous convictions or reasons for transfer.</p>
Assessment			
B = Partially in place		B = Partially in place	
B = Partially in place		C = Not in place	

National Level

National instructions indicate that government recruitments are made through the Civil Service Bureau, and that any employee who will join the work is required to bring a non-conviction certificate proving that he is not involved in any legal violations, misdemeanours, and crimes, in addition to that whoever is appointed as a teacher is required to attend a "Bachelor in Education" certificate, proving his/her teaching capacity.





The Education Strategic Plan, within the strategic objective of providing qualified human resources for the educational system, its development and sustainability, indicated that the ministry is facing some challenges related to poor teachers' acquisition of the necessary teaching skills, in addition to the weak quality of professional development programmes for teachers. In order to address a number of these challenges related to selection, the Ministry seeks to develop a mechanism for selecting and recruiting teachers according to specific criteria and processes and seeks for the Ministry to assume the powers of selecting teachers, as recruitments for all government jobs are made by the City Service Bureau, and it is not within the powers of any ministry. These powers require the development of educational legislation to ensure that the ministry has the powers to employ male and female teachers, and the ministry has included this activity to be achieved by the end of 2022.

As for the results of field interviews, it showed that 60% of the central departments in the ministry do not have any national policies or guidelines that provide directions to directorates and schools on how to conduct checks on teachers' record before hiring them to assess their suitability to work with children.

This review confirms that the legislative frameworks at the national level are partially in place.

Field Directorate Level at governorates

The powers of the directorate to recruit teachers for additional education services in case there is a shortage in the schools within the scope of this directorate, of which has no powers to hiring.

The theoretical review showed limited information about the other roles of field directorates, and it seems that their role is limited to completing the appointment procedures for new teachers and does not go beyond that, as recruitments are usually centralised by the ministry itself.

As for the results of field interviews, they showed that 25% of the cadres working in the directorates indicated that there is a policy or procedure to check the teachers' background before hiring them to assess their suitability to work with students. 75% also indicated that there is a policy or procedure to ensure that if a teacher is expelled for misconduct, they are not simply transferred to another school

This review confirms that the legislative frameworks are partially in place at the level of directorates.

School Level

The school follows government instructions in recruitment procedures, and the school has no authority in this matter, because recruitment takes place at the centre of the ministry.

As for the results of field interviews, 23 percent of school principals mentioned that there are clear procedures in case the teacher abuses the child and does not act appropriately, while 73 percent indicated that this procedure is not in place.

23 percent of school principals indicated that there are procedures to verify teachers' efficiency in dealing with children and if they had any previous problems, while 73 percent of principals indicated the absence of this procedure.



As for transferring a teacher who has abused children to another school, 61 percent of school principals stated that there are no procedures to ensure that the teacher is not transferred to another school in the event of misbehaviour.

In contrast, 33% of teachers indicated that they know that the school has a policy or procedure to check if teachers (non-conviction records) are suitable to work with students. It was also found that 75% of teachers did not know that the school had a policy or procedure to ensure that if a teacher was fired for misconduct, they would not simply be transferred to another school.

As for students, 30 percent of them believe that there are procedures that verify the teacher's record, and that 70 percent of them do not believe that these procedures exist.

This review confirms the partial implementation of activities and programmes at the school level.

2.3 Each school has at least one focal point who is capacitated to provide front-line mental health/ psychosocial support to children experiencing violence

Ministry of Education has a training programme or special curriculum for school counsellors that includes children's mental health and well-being; and has arrangement or referral procedures when a child or his/her family needs specialised services.

District has support mechanism for school counsellors and refers to specialised services to assist schools when necessary.

School counsellor is in the school and is capacitated to provide front-line mental health/psychosocial support to students; and has identified a referral source for range of specialised services (mental health, medical, family services...).

Assessment

A = In place

A = In place

B = Partially in place

National Level

The MoE recently approved the final draft of the internal procedures manual for dealing with cases of violence against children. Through this procedural guide - based on national frameworks and legislation - the roles and responsibilities of counsellors were clarified in all work procedures related to the referred child. This guide has defined the personal and professional standards and controls for the concerned working cadres at the various levels of the ministry (the ministry centre, the directorate, the school) and defined the basic training programmes specifically for those working with the child directly, including counsellors and the Safe School Environment Council coordinator and others. The Ministry has determined that the educational counsellor is the one concerned with following up on the child's condition and receiving any notifications. In the event that the school counsellor is not present in the school, a member of the Safe School Environment Council will undertake the required follow-up, with the necessary technical support provided by the Educational Guidance Department in the field directorate affiliated with the school within its geographical jurisdiction.

Within the partnership of the Ministry of Education with UNICEF, support has been provided to the Ministry of Education, UNRWA schools, and Military Culture schools to develop training materials specifically designed for school principals, teachers, educational counsellors, and members of safe school environment councils, providing them with skills and knowledge to prevent violence in their schools and to address it. Work is underway on this development, which will





include integrating these developed materials into pre-service and in-service teacher training programs, in order to institutionalise them and include them within the criteria for certification.

Training programmes for school counsellors include topics related to psychosocial support, improving school welfare, school violence, extension of work policies, and other specialised topics.

As for the results of the field interviews, it was shown that 50% of the central departments in the ministry have established units in the national curriculum for training school counsellors on: children's mental health and well-being. Likewise, 50% of these departments indicated that there are units scheduled in the national curriculum for training school counsellors on: Referral procedures when a child needs specialized services/care.

This review confirms that legislative frameworks at the national level are in place.

Field Directorate Level at governorates

A core team of coaches was formed from the directorate and specifically from the Educational Counselling Department at the beginning of 2020. This team is concerned with training on the internal procedures of the Ministry of Education to deal with cases of violence against children, which was not expanded due to the conditions of the COVID-19 pandemic, and schools did not return to business as usual. The directorate also provides technical support to deal with children in difficult circumstances and/or who need specialised intervention services.

The directorate develops partnerships with organisations specialised in providing services to children and refers the child and their family to specialised service, such as the Noor Al Hussein Foundation, Jordan River Foundation, early diagnosis centres, and other services. This comes from the constant need to develop the spatial map and the services available in local communities and expand partnerships and services that can be provided to children and their families.

In addition, the Directorate is in charge of reporting to the Family Protection Department about cases of violence against children, and it follows up with the Family Protection Department and the school within the case management team.

As for the results of the field interviews, they showed that all educational counsellors had received training on their role in dealing with cases of violence and reporting, i.e., 100%.

This review confirms that the legislative frameworks are in place at the level of directorates.

School Level

Since the beginning of the Syrian crisis and the influx of refugees into Jordan, teachers have been specially trained in the field of psychosocial support, as they deal with refugee children who may suffer from psychological effects and trauma. This training was provided to teachers in schools for Syrian refugees, whether inside refugee camps, or in public schools that introduced the double shift system in host communities. In cooperation with the Save the Children Foundation, the Ministry prepared a training manual that also includes child protection policies, code of conduct, and mechanisms for dealing with children victims of humanitarian and emergency crises in 2014, specifically to train teachers in refugee camps, as there is a need to provide such training for teachers and educational counsellors.

The counsellor undertakes the process of providing counselling services and mental health programmes for children, and in the event that the school is without a counsellor, which is a challenge by itself, the coordinator of the School Safe Environment Council contacts the head of the educational counselling department in the concerned directorate to receive technical support in dealing with cases of children that need intervention programmes.



Within the Ma'an programme, specialised training programmes have been allocated that contribute to strengthening positive discipline and classroom management, in addition to introducing the different types of violence and monitoring indicative indicators, referral methods and dealing with the internal procedures of the ministry based on national procedures and frameworks. Also, the development of training materials included the development of specialised training programmes on a wide range of topics that target the concerned cadres, each according to his responsibilities and role, such as psychosocial support programs.

As for the results of the field interviews, it showed that 89% of the teachers indicated that there is a counsellor in the school who helps students, especially those who are exposed to violence.

As for the results of field interviews, 88 percent of students reported having a school counsellor to support students, especially those who have been exposed to violence. 89 percent of school principals indicated the presence of these counsellors who support students who have been subjected to violence.

This review confirms that the implementation of activities and programmes at the school level are partially in place.

2.4 The physical environment in and around schools is safe and designed with the well-being of children in mind²²

There are established national standards for school buildings and grounds that address student safety.

The district authorities are aware of national standards and monitor improvements to schools' physical environment.

School design reflect national guidelines. The community, students and staff have mapped unsafe areas and have identified solutions for these areas. Sanitary facilities are safe and secure, classroom architecture and design are gender-responsive, and students move freely to and from school.

Assessment

A = In place

A = In place

B = Partially in place

National Level

The continuous increase in the number of students has resulted in the Ministry resorting to renting school buildings to increase access to education for students in various societal contexts. Therefore, the rented school buildings do not meet the standards approved for schools owned by the Ministry, and the Ministry is working to reduce the number of these buildings, and this is in accordance with the MoE's Education Strategic Plan 2018-2022. In the same context, the Ministry is working to improve the processes related to the school map in order to accurately assess the extent of over-crowdedness in some areas and the distance from schools to population centres. This will enable the Ministry to develop a more coherent strategy for building new schools.

Some national institutions have developed initiatives in partnership with the private sector to adopt the development of the physical and stimulating environment for students, an example of which is the "Safe Schools" programme that was implemented with the Jordan River Foundation, and worked on developing the infrastructure in multiple schools across the Kingdom, and "My School" initiative, which complemented the "Safe Schools" approach in developing a motivating environment for students, with the support of the private sector that adopted schools for this development.

²²UNGEI 2018 Domain 7: WHO 2019 Section 6.



The Ministry's strategy 2018-2022 has identified the infrastructure component as one of the strategic priorities that the ministry will work to improve. It has also included a detailed plan for the activities that will take place by the end of 2022 with the budget allocation to cover these costs.

The Ministry's strategy 2018-2022 identified the infrastructure component as one of the strategic priorities that the Ministry will work on improving. It also included a detailed plan for the activities that would be completed by the end of 2022 with the budget allocated to cover these costs. The annex to the Ministry's strategy related to gender mainstreaming also specified that priority interventions are to ensure all schools take into account the special needs of boys and girls as well as people with disabilities, ensure the safety and well-being of all students, and reduce the risk of violence in schools in the surrounding area and on the way to school as well. This intervention indicates the adoption of a holistic approach in looking at the school, its components, and its surroundings, in order to be safe for students and protect them from harm. However, with the continuous increase in the number of students, the Ministry has resorted to renting school buildings in order to increase access to education for students in various societal contexts. Therefore, the rented school buildings do not meet the approved standards for schools owned by the Ministry, and the Ministry is working to reduce the number of these buildings. In the same context, the Ministry is working to improve the processes associated with the school map in order to more accurately assess the extent of overcrowding in some areas and the distance from schools to population centres, and this will enable the Ministry to develop a more coherent strategy for building new school facilities.

As for the results of field interviews, 50 percent of central departments in the Ministry of Education indicated that there are policies and guidelines that work to ensure the provision of school buildings to ensure that children remain safe.

This review confirms that legislative frameworks at the national level are in place.

Field Directorate Level at governorates

The directorate will provide its affiliated schools with funds for periodic and preventive measures, in accordance with the Ministry's strategy 2018-2022.

As for the results of field interviews, the field directorates indicated that there are standards that guarantee safety for students in schools by 75 percent, especially with regards to the buildings themselves and the facilities. While 87.5 percent indicated that there are national standards that are being applied in the field of classroom design to encourage participation, especially those related to gender. While the percentage of these standards decreased to 37.5 percent, which is related to the safety of students' access to and from school.

School Level

It was not clear from the theoretical review specific information about the role of the school in the design of the facilities, and this appears to be due to the fact that the Ministry is responsible for designing the facilities in accordance with its approved standards.

As for the results of field interviews, 86.4 percent of school principals indicated that there are procedures that provide standards to ensure that school buildings and lands keep students safe, and may include: The process of identifying unsafe areas in the school. Also, 95.5 percent of principals indicated that there are measures that provide standards to ensure that school buildings and grounds keep students safe, and may include: Standards to ensure that health facilities are safe to use. In addition, 86 percent of principals indicated that there are procedures that provide standards to ensure that school buildings and grounds keep students safe, and may include: Gender-responsive classroom design standards (male, female).





As for the teachers, 80.7 percent indicated that they feel that the sanitary facilities are safe in the school, especially for female students. Also, 85.2 percent of teachers indicated that school buildings and grounds feel that: Students can move safely and freely to and from school

As for the results of field interviews, 68 percent of students believe that they feel that their schools are safe with regard to facilities and buildings and that 32 percent of them do not believe that there is a sense of safety. While the percentage of students who feel that the classroom design and arrangement is appropriate for them and encourages them to participate, especially girls, was 74 percent. As for safety in getting to school, 53 percent of students indicated that they feel safe, while 45 percent do not.

This review confirms the partial implementation of activities and programmes at the school level.





Summary of Findings for Benchmark 2: Strengthening prevention and response at school level

This section has provided an overview of the findings from the document review and the results of field interviews surrounding Benchmark 2.

First, a summary of best practices:

Legislative level:

- Instructions and laws of the Ministry of Education enhance the protection system for children and in harmony with the national frameworks approved by the cabinet's office that support work processes for cases of violence against children, based on the multi-disciplinary approach and case management.
- The legal references that receive referrals are clear and specific in accordance with Jordanian laws, especially the Penal Code, the Domestic Violence Law and the Jordanian Juvenile Law, which are specifically related to reporting the competent authorities in child protection issues, especially the Family Protection Department and the Juvenile Police Department.

Strategic level:

- The Ministry of Education has a clearly defined strategy and clear activities within its priorities.
- The activities and programmes of schools have been grouped and identified within the indicators of prevention and comprehensive intervention programmes in the ministry's strategy to prevent any dispersion of these activities or to facilitate the process of following up the achievement of its indicators.
- The Ministry shall institutionalise the most important supportive and impactful programmes to reduce violence against children, such as the Ma'an programme and the parenting awareness programme, training of educational cadre, among others.
- Educational cadres are obligated to abide by the Code of Conduct and Ethics of the Public Job - Civil Service Bureau No. (82) 2013
- The creation of the National Centre for Curriculum Development and Evaluation in 2017

Application and practice level:

- The field directorates in governorates and schools follow specific procedures in dealing with and reporting cases of violence against children.
- Directorates and schools activate all committees and councils to contribute to reducing violence and stimulating a safe school environment.
- Developing partnerships at the community level to expand the range of specialised services for students and their families.
- Training programmes are taken with seriousness and commitment by the cadres, and everyone works to implement what is being trained, and transfer of knowledge
- Directing specialized training programs in the field of child protection for educational counsellors.

Second, gaps and challenges:

Legislative level

- There is a gap in the inclusion of the foundations for defining the school's infrastructure for a broader





and comprehensive concept of a safe and stimulating physical environment, especially those that include addressing violence that may be inflicted on students on their way to schools.

- The limited powers of the ministry of education in recruitment procedures, as they are carried out centrally by the Civil Service Bureau for all governmental recruitments, which defines the role and powers of the ministry in developing the foundations of employment related to cadres working with children.

Strategic level:

- The financial challenges represented by the weak budget allocation specified by the General Budget Department hinder the implementation of many programmes and activities, including buildings maintenance and the replacement of rented buildings with owned buildings according to the best standards.
- Although there are many important and specialised training programmes, most of them are related to working cadres during service, and few are pre-service. Consequently, there is a weakness in institutionalising these programmes, despite the Ministry's emphasis on their importance.

Application and practice level:

- Although the Ministry of Education has adopted the internal procedures manual for dealing with cases of domestic violence, child protection and violence in schools and has formed a pivotal team from guidance department heads and educational counsellors, it still requires testing this guide. One of the reasons for the delay in piloting the guide was the COVID-19 pandemic and the consequent priorities for health services.
- The transfer of knowledge, cumulative experience, and lessons learned, and success stories may exist through personal efforts, and it has not been evident that it exists within a mechanism to expand awareness and transfer knowledge among experienced working cadres who may retire without having a mechanism for transferring experiences before retirement of expert employees.

Third, suggested recommendations:

Benchmark 2.1: Key violence prevention strategies are embedded in children's activity-based curricula.

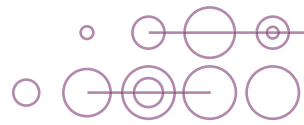
- Continue to review and develop all school curricula for all grades to ensure that they promote the values of respect, tolerance and acceptance, and reject ideas such as extremism, discrimination and violence, in addition to the importance of conducting reviews and development to ensure that all curricula for all levels of students that carry the same values communicates knowledge to children in a way that is related to their stage of development.

Benchmark 2.2: Child safeguarding principles and procedures in schools are in place, including codes of conduct and standards for safe recruitment.

- Include courses on child protection within the accreditation system for the training department in the Ministry of Education (pre-service and during service).
- Implementing the code of conduct that has been developed, which works to regulate the behavioral relationship in the school community and raise awareness of its importance.
- Activate and develop the code of conduct and raise awareness of its importance.

Benchmark 2.3: Each school has at least one focal point who is capacitated to provide front-line mental health/psychosocial support to children experiencing violence.





- Expedite the review and amend the job description of the counsellor and the head of the counselling department in the directorate related to child protection and dealing with and responding to cases of violence.

Benchmark 2.4: The physical environment in and around schools is safe and designed with the well-being of children in mind.

- Ensure the harmonisation of adopted standards related to safety and security of school facilities. Ensure that these standards are compatible with the needs of children with disabilities and girls.
- Motivating and empowering educational cadres by adding a special indicator for efforts to reduce violence and promote a safe environment and positive discipline. For example, within The Queen Rania Award for Excellence in Education or as a condition for applying for the award.



4.3 Findings for Call to Action 3: Shift social perceptions and habits

Table 5: Findings for Call to Action: Benchmark 3 - Shift social perceptions and habits.

An assessment of “A” indicates that checkpoints/requirements are in place, an assessment of “B” indicates that checkpoints/requirements are partially in place, and an assessment of “C” indicates that checkpoints/requirements are not in place.

A = In place B = Partially in place C = Not in place

Item	Standard	National	Sub-national/District	School
3.1	There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence	National government and policy support the implementation of activities to disseminate information and engage stakeholders on child rights and laws prohibiting violence at the national level.	Districts support the implementation of activities to disseminate information and engage schools, community members/leaders on child rights and laws prohibiting violence at the district level.	Schools support the implementation of activities to disseminate information and engage students, teachers, parents and community members on child rights and laws prohibiting violence at the school level.
Assessment				
		A = In place	B = Partially in place	B = Partially in place


National Level

There are many programmes and campaigns that promote the dissemination of knowledge of children’s rights, the most important of which is that the Jordanian government approved the date of 6/6 as the National Day for Child Protection. The government has launched this day since 2004, which came as the culmination of a national campaign carried out by the Jordan River Foundation in partnership with the relevant government agencies under the name Ajyaluna “Our Generations”, which lasted for a whole year. This day came in response to increase the knowledge of children’s rights in the community and spread awareness regarding child protection related procedures and to reduce violence against children. This was completed in addition to the periodic review of the national legislation and development services that have been accomplished, as well as studying the challenges related to the work environment concerned with family and children protection from violence and putting solutions to achieve the best interest and well-being of children and their families.

Since 2017, the National Council for Family Affairs has also started work on institutionalising work on awareness-raising issues to reduce violence against children through cooperation with UNICEF. A media awareness campaign “#END violence” was launched with the aim of raising awareness and changing attitudes and behaviour to limit all practices that harm children as much as possible, and the launch of the family festival “My Balloon Diaries” in 2018 to promote the values of positive dialogue through personalities bearing the meanings of these values, which was implemented in all governorates of the Kingdom, targeting nearly 40,000 families. The National Council for Family Affairs, in cooperation with UNICEF, and in response to spreading awareness with programmes related to children’s rights, especially those that have intensified as a result of the Corona pandemic, has implemented the “Infiltrating Epidemic in the Time of the Pandemic” campaign to combat cyberbullying, which witnessed media, educational and popular interaction, especially by adolescents as it reached 57 percent, most of them from the capital Amman, and the rest is distributed among the governorates.

In response to the observations of the International Committee on the Rights of the Child, and the delay in issuing the Child Rights Law in Jordan as a result of challenges related to the slow legislative procedures for the issuance of this law, government agencies and relevant civil society organisations, under the





supervision of the National Council for Family Affairs and with the support of UNICEF, have completed the Child Law draft and are awaiting the ministerial meeting by the Legislation and Opinion Bureau to discuss it with the relevant ministries. This law draft has affirmed the prohibition of directing any kind of violence and abuse against children, whether by their parents or caregivers, or in educational, health and social institutions, and all entities that work with children. In addition to emphasising the national methodologies in terms of the level of intervention specifically for case management and the participatory approach to responding and intervening in children's protection issues.

There are clear national trends to support the wide dissemination of information in a manner that includes different societal groups and in related fields. The Jordan Vision 2025 document, in the field of strategies directed to culture and youth, considered the importance of developing initiatives in various awareness programmes to contribute to addressing negative societal phenomena such as violence and extremism. In the area of community participation, the vision called for the expansion of extracurricular activities through a number of initiatives, including the use of government school facilities outside working hours by the local community to conduct extracurricular activities. These activities allow the dissemination and sharing of information between the school and the community in an atmosphere that accepts the prohibition of violence against children, and to spread knowledge about related laws.

Regarding parents' participation in education and the school's responsibility towards them, Jordan's vision 2025, and within the axis of poverty and social protection, identified initiatives related to developing parenting programmes that focus on developing parents' skills in raising and nurturing children, and requiring the presence of a parent council in every school. In addition, schools are required to hold at least one meeting per semester.

The updated National Framework for Family Protection against Violence and Child Protection, approved by the cabinet in 2016, set the guidelines for prevention and protection from domestic violence at the national level, and stipulated the basis for coordination between all partners working in different fields (social, health, educational, police, judicial, and administrative). As for the stakeholders that participated in the development of the national framework for protecting the family and child from domestic violence, they included the Board of Trustees of the National Council for Family Affairs; the National Team for the Protection of the Family from Violence; and UN organisations in Jordan (UNICEF, UNFPA, UNHCR). The national framework has also specified that the prevention of domestic violence framework aims to promote healthy behaviour within the family, work to remove risk factors, detect and identify domestic violence cases early, and take the necessary measures to reduce it. Prevention programmes - in general - are concerned with specifying domestic violence and its risks, prevention, as well as introducing the services, programmes and activities implemented by the different institutions at the community level. The framework is based on global prevention practices based on three levels, the first level of which constitutes awareness-raising programmes related to public awareness about domestic violence, and violence against children and its risks. The national framework has determined the level of prevention and work on prevention programmes, including awareness raising, and defining the responsibilities of partners towards spreading awareness programmes that support the provision of protection for children.

As for the results of field interviews, they indicated that 83 percent of the central departments in the Ministry of Education and partners indicated that there are national policies and principles on how to widely disseminate information, whether related to children's rights or laws that prevent violence against children. In contrast, 60 percent of them reported the existence of national policies and principles that provide guidance on implementing interventions that address social norms, beliefs, behaviours, and practices related to violence such as bullying. Within the same scope, 50 percent of the 83 percent respondents considered that this policy specified how the Ministry of Education should follow in coordination with the various bodies so that knowledge is exchanged and disseminated on a large scale.

This review confirms that legislative frameworks at the national level in place.



Field Directorate Level at governorates

Based on what was included in the Ministry of Education's strategy 2018-2022 within the axis of quality of the education system, in order to enhance school leadership and community participation, it is necessary to encourage the exchange of experiences, lessons learned, and success stories, and to establish a real partnership between schools and the local community. Hence, the Ministry of Education has formed educational development councils at the level of school networks and at the level of education directorates. The directorate supports school networks to implement the school's development plans and is also responsible for activating student parliament councils that carry out activities and programmes on general issues of concern to the school and the local community, including issues related to child protection, awareness raising, and improving the educational environment and the school environment in partnership with local society.

The Education Strategic Plan 2018-2022 has determined that the MoE is still facing a challenge in managing institutional performance in terms of expanding decentralisation, as the directorates and schools have limited powers in planning and decision-making with regards to the implementation of awareness programmes and dissemination of knowledge, whether in the school community or in local communities. In addition, it was not clear if the role of community leaders, parents, and school principals was to encourage raising awareness of child rights and child protection in local communities. Despite the presence of many projects that tried to give the directorates and schools broader responsibilities within the School and District Development Programme (SDDP), which promotes decentralisation and focuses on improving the conditions for effective school participation in the local community, the administration still tends towards centralisation in all stages of education and training, without having clear coordination or specific channels of communication. This may affect the directorate's limited role in directing its affiliated schools and identifying societal needs that relate to the communities within this directorate, which ultimately may affect the directorate's ability to provide support to schools in the field of disseminating information and communicating with the local community.

Accordingly, the ministry's strategy has allocated a set of programmes and activities to support the directorate's role. Within the strategy, an activity was formed that relates to developing the capacities of school directorates and networks to participate in local planning based on their priorities and needs, as part of the school and district development programme, which may be considered an important step. At the same time, it is imperative to ensure that programmes supporting children's rights and preventing violence in all its forms are included in the school and district development plans.

As for the results of field interviews, it was shown that 62.5 percent of the field directorates participated in the implementation of awareness-raising workshops for students, teachers, parents, and members of the local community about the rights of students and violence related issues. As for the implementation of awareness-raising workshops on laws that prevent violence against children, the participation of the directorates of education reached 37.5 percent, as 62.5 percent do not implement these workshops on laws for students, parents, and the local community. Therefore, these percentages indicate a decrease in the dissemination of information regarding laws prohibiting corporal punishment and violence against children.

This review confirms that legislative frameworks are partially applied at the level of directorates.

School Level

Schools implement the activities of the Ma'an programme in order to reduce violence rates against children in schools. Through this programme, the code of conduct for each school is developed, and the role of the Advocacy Committees / Safe School Environment Council is activated in raising awareness and education on child protection from violence.





School networks identify priority areas within the surrounding community, such as student achievement results, school violence, and infrastructure problems, and present them to the development team in the directorate that works on studying these priorities in order to meet them. The review of the documents did not reveal any other details related to supporting schools to disseminate knowledge about children's rights and any laws prohibiting punishment and protection.

The roles and powers of schools remain limited unless decentralisation is expanded and broader power is given to them, with support and follow-up from the directorate in the field.

As for the results of field interviews, it showed that the percentage of school principals who confirmed the existence of wide dissemination of information related to children's rights increased by 70 percent and decreased to 61 percent in spreading awareness and information related to laws prohibiting corporal punishment of children and violence between parents, society, and teachers.

As for teachers, 58 percent of them indicated that they have helped disseminate information on children's rights in relation to violence. While 53.5% indicated that they assisted the school in disseminating information to students, teachers, parents and community members in: Regulations and instructions that reduce violence against students.

Meanwhile, 56 percent of students indicated that they did not assist their schools in disseminating information on laws that prohibit violence against children to their peers, students, parents, and the local community.

This review confirms the partial implementation of activities and programmes at the school level.

3.2 Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or helping children manage risks²³

National policy supports the development and implementation of evidence-informed initiatives²⁴ that address broad social norms that drive key forms of violence (e.g., bullying, digital safety, sexual abuse and exploitation, youth, and gang violence).

Districts support the implementation and monitoring of initiatives in schools/communities that address social norms that drive key forms of violence.

Schools support the implementation and monitoring of initiatives in the school and surrounding community that address social norms that drive key forms of violence.

Assessment

B = Partially in place

B = Partially in place

B = Partially in place


National Level

To complement the MoE's efforts in the field of providing technological solutions to serve decision-makers at the school level, the directorates and the Ministry's centre, the Educational Information Management System (OpenEMIS) was launched in cooperation with UNESCO (2016/2017) with the aim of unifying data sources and providing accurate and comprehensive data on students, teachers and schools, in addition to the educational indicators necessary to serve

²³WHO 2019 Section 3.

²⁴INSPIRE (2016) offers strategies to draw from.





the decision-maker at all administrative levels. These data and indicators help to know the direction of programmes according to the needs of the students, teachers, and local communities. The data is also helpful to provide information on specific issues at the school level, including issues of child protection, violence in all forms and bullying. This is in accordance with what the MoE is looking forward to completing as indicated in its strategy 2018-2022.

Regarding the recommendation of the International Committee to review periodic reports on child rights, and with regard to the generalisation of a curricula that is not based on stereotypes, and as a response to recommendations, the MoE is specifically working on developing two subjects; social and national education, and national and civic education, ones that include concepts of tolerance, peace and coexistence for grades from 1st-10th. These concepts are sufficiently embedded in these subjects as the most appropriate environment for integration within the cumulative knowledge structure of the subject. These concepts were also dealt with in Arabic language and Islamic subjects in various places (including text in the curriculum) and within the general context of a number of topics (child protection, all forms of violence, bullying). Including these concepts in the curriculum is considered one of the important mechanisms for reducing violence against children, especially those associated with any customs, norms and traditions that support negative practices with children.

A national plan to change behaviour and societal norms to reduce physical violence against children 2019-2021 has been developed based on national studies and reports. This plan was prepared and signed by all concerned government agencies in partnership with UNICEF and the National Council for Family Affairs. This plan reviewed the most prominent results contained in the national studies and reports - in addition to interviews, focus groups, and workshops (to rely on them in developing communication programmes and tools for development). This national research supported access to specific activities within the plan to change behaviour and social norms. In addition, this plan followed the seven strategies “INSPIRE”, which promote behaviours, customs, traditions, and values that support relationships based on respect - not violence, and based on the most prominent studies and results of the following: Violence against Children in Jordan Study conducted in 2007, Population and Family Health in Jordan Survey 2012, in addition to the annual results of the monthly electronic survey tool for the Ma’an program, specifically for the academic year 2015-2016. The design of the plan for changing behaviour and societal norms was based on the implementation of a series of meetings, workshops, and focus group discussions with stakeholders and relevant authorities to access the best programmes and activities that are designed to reduce violence on a large scale. It is worth noting that this plan was launched on a large scale and a commitment to it was signed by the Jordanian government institutions, including the Ministry of Education and relevant organisations. Despite the implementation of many programmes and activities aimed at changing social norms and any societal behaviours that promote violence, the application is still limited in schools due to the availability of funding that ensures the continuous change of behaviours that support violence, and the ability of funding from donors to expand its scope to include schools in all governorates, which are 4000 schools, including Syrian refugee camps schools.

As for the results of field interviews, it was found that 60 percent of central departments at the Ministry of Education confirms the existence of national guidelines and directives on implementing/researching interventions that address social norms (beliefs, behaviours, and practices) related to violence (such as bullying, cyber violence, sexual abuse, and exploitation, youth violence, while 30 percent do not know whether or not these directions exist.

This review confirms that legislative frameworks at the national level are partially in place.

Field Directorate Level at governorates

As the implementation arm of the MoE’s strategic plan and approach, the directorate implements the annual activities listed in the plan with the support of the Ministry’s centre. The directorate also provides support and maintains communication with schools and their networks, and reports on progress especially by the counselling department in the directorate.



It should be noted that during the review of various national documents, it was not clear that the field education directorates have a broader role in implementing and monitoring initiatives in schools and local communities within the scope of their powers.

As for the results of field interviews, it showed that 75 percent of directorates indicated that they participated in interventions that address social norms (beliefs, behaviours, and practices) such as (bullying, online exploitation, sexual abuse, and gang violence). This is done through awareness workshops. While 25 percent of the directorates indicated that they did not participate in such workshops.

This review confirms the existence of legislative frameworks applied at the level of directorates are partially in place.

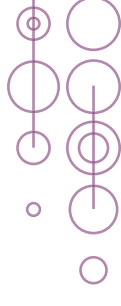
Schools Level

In 2017, the National Council for Family Affairs, in cooperation with UNICEF, carried out an awareness campaign entitled “#END violence” through social media outlets (Facebook, Instagram, and Twitter) with the aim of changing attitudes and behaviours in society to reduce violence against children. The campaign generated 15 million engagements through these outlets, and broadcasted messages showcasing the nature of violence, its effects, and prevention and implementation stages to reduce it. This is specifically for the national response to the axis of innovative and child-friendly methods to raise awareness of the content and purposes of the Convention on the Rights of the Child, according to the sixth periodic report on the implementation of the Convention on the Rights of the Child in Jordan.

In the same context, the Justice Centre for Legal Aid launched the “My Rights” programme in 2018 to introduce children from the age of 5-12 to their basic rights and enhance their ability to use them. The programme relies on booklets distributed for free to children in schools in a manner that commensurate with the specific age groups and presented in an entertaining manner. For children, in addition to the “Hakawati” (storytelling) style and interactive plays implemented at the end of the programme, each child becomes able to choose one or more rights (such as survival and development, name, nationality and family surname, health care, children with disabilities, safety and non-violence, education, expressing opinion, equality, and play). The centre launched a programme targeting children from 8-14 years old, that relies on providing a fun educational bag to each child in school free of charge that includes a booklet containing a number of activities and advice about bullying and types of bullying (physical, verbal, emotional, and online bullying) and how the child can protect himself or others from bullying in addition to a questionnaire about bullying and a pledge (I am against bullying) that the child signs after the session. The idea of the programme came after the spread of the phenomenon of bullying of all kinds among children. In addition, a prevention programme has been developed targeting children aged between 6-10 years old that teaches them how to protect themselves from harassment, which is simplified for specific age groups.

Implementing large-scale parenting programmes for students’ parents in schools since the beginning of the development of this program, since 2002, in partnership between UNICEF and the Ministry of Education, which was one of the first ministries to institutionalise the Parenting Awareness Program/Early Childhood Development and has continued to implement it continuously until now. It focuses on promoting positive practices with children and promote discipline versus corporal punishment.

As for the results of field interviews, only 38 percent of students stated that their schools have presented or implemented any matters that addressed beliefs, behaviours, and practices related to any type of violence such as bullying, online harassment, sexual abuse, and violence between youth, as 60 percent of students indicated they didn’t experience any of it. In the same context, only 33 percent of students said that their schools did anything to address or discuss



issues related to violence, whether with them, their parents, or society. 85 percent of the students considered that their schools did not do anything to prevent violence, and this is a very high percentage.

On the contrary, 70 percent of school principals considered that schools implemented matters that dealt with social norms (beliefs, behaviours, and practices), while 68 percent of teachers emphasised the implementation of this type of activities and issues in their schools.

This review confirms the partial implementation of activities and programmes at the school level.

3.3 Young people, parents, teachers and community members in and around schools are engaged and active on the topic of school violence

Ministry of Education supports national, contextualised communication initiatives to raise awareness on violence in schools.

District level strategy for implementation of media, arts, or other awareness raising activities.

Extra-curricular or community-based arts, drama, print documents, or other activities that promote awareness at the school and for parents and families.

Assessment

B = Partially in place

B = Partially in place

B = Partially in place

National Level

The safe and stimulating school environment component is an essential component of the Education Strategic Plan 2018-2022, and accordingly, the MoE has demonstrated a high commitment to providing a set of programmes such as the “Ma’an...towards a safe school environment” programme, which implements awareness activities that aims to provide life skills to combat and reduce violence and negative practices that may appear in schools such as bullying, smoking and drugs. This programme also includes increasing the number of extra-curricular activities (such as sports, arts and music).

The Accountability and Education Quality Unit at MoE monitors the school’s performance and its implementation of the Code of Conduct, reviews legislations for Student Councils, and strengthens specific programmes in schools. This indicates that the follow-up to the implementation of codes of conduct and parliamentary councils is carried out centrally by the Ministry of Education itself. Despite the importance of the Ministry’s monitoring of schools’ performance, this indicates that the concept of decentralisation is still prevalent in the directions of the Ministry of Education, and that it may affect the role of field education directorates in their role in following up on schools within their jurisdiction.

Although “Ma’an...towards a safe environment” programme has succeeded in reducing the rate of physical and verbal abuse against children in schools since UNICEF’s launch of the campaign to promote modern positive methods and mobilise support to end society’s acceptance of violence in schools, yet there is a widespread community acceptance of corporal punishment and the use of violence and remains a major challenge in schools and homes in reducing violence against children in Jordan. Therefore, and based on the results of the Ma’an programme evaluation review and the lessons learned, a plan was designed to reduce physical violence against children in cooperation with governmental organisations and partner organisations, to comprehensively address this problem and to broaden the focus from schools only to include violence against children in all settings. On this basis, the “Changing Norms and Social Behaviours to End Physical Violence Against Children” strategy was built by making use of lessons learned from community programmes and expanding their scope, in addition to benefiting from national efforts that seek to reduce violence against children. Therefore, the plan works to complete and strengthen efforts implemented at the





national level to prevent violence against children. It is worth noting that the behavioural and societal pattern change plan to reduce physical violence against children in Jordan 2019-2021 was launched under royal sponsorship and broad national participation to recognise and endorse it.

The Changing Norms and Social Behaviours to End Physical Violence Against Children strategy to reduce physical violence on children has shown that community media in Jordan in general is one of the partners strengths, one that can reach local communities including the Ministry of Education through its field directorates and schools, and provide services for protection against violence such as psychosocial support. This is applicable with the availability of community media infrastructures such as schools and community centres. This document also indicated the existence of references available for employing art and culture to advance the goals of communication for development such as theatre, exhibitions, and concerts to achieve educational goals at the community level.

As for the results of field interviews, it was shown that 50 percent of the Ministry of Education central departments reported the existence of national policies and guidelines that help in developing and adopting initiatives (such as the media, the arts, and awareness-raising activities), while 20 percent believed that there are no such policies, and 30 percent do not know if such policies exist or not.

This review confirms the partial existence of legislative frameworks at the national level.

Field Directorate Level at governorates

There is a limited understanding of the concept of a holistic strategy for communication with all its channels, according to what was shown in the plan to change behaviour and societal norms to reduce physical violence against children 2019-2021. It has been evident through the meetings and workshops that were conducted on a large scale in Jordan that in general there are no employees specialised in working in the field of strategic communication, and campaigning and strategic communication are only seen as represented by holding community sessions such as lectures or seminars, which are widely implemented. In schools, little work was done to design, implement and evaluate communication interventions. At the same time, the Ma'an programme has been mentioned among the main initiatives to achieve the objectives of Communication for Development, and there is little or no knowledge of the local media sector and the active actors among the partners.

As for the results of field interviews, the directorates indicated by 75 percent, their involvement in activities related to awareness-raising and/or awareness-raising and empowerment activities that targeted students and parents, in addition to dialogue sessions and issues taken against violence.

This review confirms that legislative frameworks that are partially applied at the level of directorates.

Schools Level

Legal frameworks still need to be revised, reviewed and developed to facilitate community participation process, especially those restrictions associated with volunteering in schools. This legal review is expected to expand and develop the culture of volunteer work in schools, provide volunteer opportunities for the local community, and launch initiatives to strengthen the relationship between the school and families. Campaigns by the media and media centres such as governmental centres can also be used to increase the awareness of parents and the local community on many issues related to children, their safety and protection. This is in accordance with the Ministry of Education's strategy 2018-2022, within the component of school leadership and community participation.

It has become clear, in more than one context, through these criteria and their indicators that the Ma'an programme includes many activities, including the Advocacy Committees/Safe School Environment Council, and launching an electronic monthly survey, building teachers' capacities, and implementing media





campaigns and community awareness. Through the evaluation results of this programme 2009-2016, which was recently conducted in 2017, it was found that it is very effective in reducing verbal and physical violence particularly in schools.

Nashatati “My Activities” programme was launched in 2017, in cooperation with the Ministry of Education, Generations for Peace, and UNICEF. This programme is one of the life skills and citizenship education initiatives launched by UNICEF for the Middle East and North Africa, which focuses on integrating life skills into education systems, as it is one of the sustainable development goals for the 21st century. Through the program, more than 3,000 teachers have been trained to facilitate weekly interactive sessions during extracurricular activities. In addition, 42 liaison officers were trained on how to provide technical support to ensure quality implementation of the program’s activities in public schools. In addition to UNICEF, it worked with the Ministry of Education and Generations for Peace on the mechanism of expanding the programme to reach more schools and more children during the previous years, bringing the number of beneficiaries to about 185,000 students in 1,000 public schools, and currently, the programme is accredited through face-to-face education learning and online.

In the field of programmes that were recently developed by the Ministry of Education and with the support of UNICEF, these programmes included the implementation of extra-curricular and community arts and other awareness programmes that work to expand the participation of students, parents, and the local community. These programmes included: First: the “Sawa” program. This program, which is carried out in partnership with the Jordanian Ministry of Education, the Public Security Directorate, and other partners, and is funded by UNICEF, seeks to provide safe spaces that guarantee security and protection for all students. It also works to support children and youth to confront bullying behaviour inside and outside schools, and activate the participation of the local community and students in the school community through safe school environment councils. The programme is considered part of the multi-sectoral national strategy to end violence against children in Jordan 2019-2022. Second: The “Shababeek” program, which is implemented by the Ministry, in cooperation with the National Council for Family Affairs and with support from UNICEF, contributes to reducing bullying behaviour for school students aged 13-16 years, through the use of the dramatic television series as an educational and entertainment approach that works to shed light on bullying in schools, and the role that everyone can play to address this problem, as an effective way to reduce bullying behaviour and to provide content that works to reduce bullying behaviour, achieve positive results, and stimulate the thinking of students and adults alike. This edutainment approach is designed to attract the public through its entertaining and attractive content and based on a series of deep discussions that are designed and followed by 14-week television episodes. It is expected that these two programs, “Sawa” and “Shababeek”, will be launched at the beginning of the next school year 2021.

As for the results of field interviews, it was shown that 78 percent of teachers indicated that there are curricula for additional activities targeting topics (life skills, violence, and positive behaviour, promoting the integration of minorities, and fair gender equality). The same applies to school principals, at a rate of 80 percent. Regarding school assistance to implement interventions that address social norms (beliefs, behaviours, and practices) associated with certain types of violence (such as bullying, online harassment, sexual assault, and gang violence), it was found that 70 percent of school principals provided such assistance, while 25 percent of principals indicated they didn't.

In the field of implementing programmes that help students, parents, and communities to take action against violence directed at students, 43 percent of school principals indicated that they have implemented programmes that help take action against violence, and 43 percent (an equal percentage) did not provide any programs. It was found that 30 percent of teachers indicated that their schools have implemented programmes to help take action against violence, while 40 percent of teachers said no. 30 percent do not know whether their schools have done this or not.

This review confirms the partial implementation of activities and programmes at the school level.





Summary of findings for Benchmark 3: Shift social perceptions and habits

This section provides an overview of the findings from the review of theoretical documents and the results of field interviews related to benchmark 3.

First, a summary of best practices:

Legislative level:

- National legislations support the prohibition of violence against children and corporal punishment, and the government is amending any legislation that requires an emphasis on reducing violence against children, while defining the responsibilities of partners, including awareness programmes and dissemination of information and knowledge related to the rights of the child and the protection of children from violence
- The Jordanian Government declared June 6th of every year to be the National Day for Child Protection
- Preparing a draft on child rights law 2019 to represent a legal commitment to children's rights within a comprehensive human rights approach for all concerned sectors, including the education sector.

Strategic level:

- Commitment of the government and partners to the National Framework for the Protection of Children from Violence approved in 2016, which defines the levels of prevention, including awareness and the responsibilities of partners towards it.
- Launching a behavioural and societal pattern change plan to reduce physical violence against children 2019-2021 with a broad commitment from government and partners who participated in preparing the plan and signed up to abide by it. This plan has been adopted at the national level.
- Institutionalization of work on awareness-raising issues since 2017 (Allem La Tou'alem Campaign)

Application and practice level:

- Adopting the application of best practices for programmes and activities based on scientific evidence related to studies and reports, with the participation of a broad base of stakeholders, especially with regards to preparing a plan to change behaviour and societal norms to reduce physical violence against children.
- The MoE's interest to adopt programmes and campaigns promoting children's rights and ending violence against children, provided by civil society organisations and donors, and to integrate them at the strategic level through clear benchmarks and not only at the implementation level.
- The involvement of the local community in activities and events held by the schools, and its participation in councils within the applicable legal frameworks.

Second, gaps and challenges:

Legislative level:

- The delay in issuing the draft Jordanian Child Law, which is still within the Legislation and Opinion Bureau.
- Despite the importance of national frameworks and plans, which are signed by the concerned partners, they do not rise to the level of legal commitment to work with them as they are not considered binding regulations and instructions, meaning that the commitment of partners comes out of national and moral responsibility.





Strategic level:

- The limited use of the results of national studies and reports to come up with comprehensive behaviour change plans, despite the existence of some programmes such as Ma'an, but the broader and deeper utilisation and analysis of information may pose a challenge to achieving long-term change.
- Weak decentralisation in the field (the district and the school) may weaken access to more urgent needs related to local communities, and design plans that are actually based on the needs and priorities of these communities, including their customs, traditions, and beliefs, some of which support violence and corporal punishment.

Application and practice level:

- Many of the programmes and activities implemented in schools are limited in funding in terms of the schools' ability and power to provide funding that ensures a continuous change of social behaviours that support violence on the one hand and allocating specific and clear funding from the Ministry of Education to these schools to enable them to implement their activities on the other hand.

Third, suggested recommendations:

Call to Action 3: Changing Social Norms and Behaviour

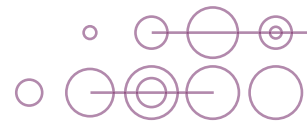
Benchmark 3.1: There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.

- Expand the coverage of all schools in all governorates, of total number 4,000, including schools in refugee camps, in implementing many programmes and activities aimed at changing social habits and any societal behaviours that promote violence.
- Implementing a plan to change behaviour and societal norms to reduce physical violence against children through all partners at the governmental level, civil society organisations and any donor organisations.

Benchmark 3. 2: Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or help children manage risks.

- Existence of periodic national studies/surveys that guide future programs and projects, in order to identify interventions and change social norms and behaviors that support violence.
- Determine a clear mechanism for the continuity of conducting surveys and/studies to ensure support for applications based on clear scientific evidence, in order to avoid interruption of holding these surveys and studies for long periods of time
- Continue to work on the Ma'an programme with a focus on increasing coverage and sustainability based on the results of monthly electronic surveys and monitoring reports of protection cases and any national studies and surveys.
- Institutionalise communication plans for evidence-based and information-based development in a centralised manner in general, including a plan to change behaviour and societal norms to reduce physical violence against children, and ensure that they are based on quantitative and qualitative evidence.





Benchmark 3.3: Young people, parents, teachers, and community members in and around schools are engaged and active on the topic of school violence.

- Review the legal and financial frameworks related to community participation in order to stimulate community participation in schools and hold periodic meetings to discuss the needs for programmes and activities related to protection and intervention within the schools' network.
- Reaching the most urgent needs through the participation of local communities in designing plans that are actually based on the needs and priorities to present them to the development team in field directorate in all governorates.



4.4 Findings for Call to Action 4: Invest Resources Effectively

Table 6: Findings for Call to Action: Benchmark 4 - Invest resources effectively

An assessment of “A” indicates that checkpoints/requirements are in place, an assessment of “B” indicates that checkpoints/requirements are partially in place, and an assessment of “C” indicates that checkpoints/requirements are not in place.

A = In place B = Partially in place C = Not in place

Item	Standard	National	Sub-national/District	School
4.1	Domestic resources that have been allocated to support interventions and capacity building activities to prevent and respond to violence in schools	Educational system budget includes costed strategies for violence prevention and response, adequate resourcing and reflections in budgets.	District receives and allocates resources for violence prevention and response.	School receives earmarked budget for violence prevention and response.
		Assessment		
		A = In place	B = Partially in place	B = Partially in place

National Level

The Education Strategic Plan 2018-2022 clarified that the amount of government spending on the education sector amounted to about 13.50 percent of total government spending. Compared to the total output, government spending on education represents 4 percent of the wealth produced by the economy in 2016. This is in general the spending on the education sector, which mainly includes salaries and operating costs. On the other hand, and with regard to the impact of Syrian refugees and their enrolment in schools, the strategy indicated in its analysis of public spending that government spending included providing a safe school environment and securing necessary educational requirements. This included camp schools, double-shifts schools that were allocated to Syrian students and single shift schools, and this support included the general budget and external grants such as the German grant and UNICEF.

In the same context, the planned costs in the field of education in general are greatly influenced by the influx of refugees in Jordan, and these costs are covered either by the Jordanian government or by the financial support provided by donors. The Jordan Response Plan for the Syrian crisis considered education an important component of this plan.

A study was prepared to analyse budgets allocated to children by the National Council for Family Affairs in 2015, whereby a budget model was developed that includes the strategic objectives and tasks undertaken by each ministry in order to meet the needs of children and protect their rights. The National Council for Family Affairs, with support from UNICEF, prepared a study of the financial impact of the draft Child Rights Law 2020, which was attached to the draft law and covered all the texts of the law. Work is underway on the financial study at the national level by UNICEF and government agencies concerned with children, such as the Ministry of Education, the Ministry of Health, and the Ministry of Social Development, in order to find the necessary financial space to enforce both the Juvenile Law and the Child Law, and to identify the needs that can be covered according to the priorities of implementing the legal provisions, including the budget for the educational system to reduce and respond to violence. This was concluded early 2020. It is worth noting that the estimated allocations for children within the general budget from the annual general budget tables included in the sixth periodic report (submitted to the International Committee on the



Rights of the Child, the National Council for Family Affairs, in cooperation with the General Budget Department) is considered a remarkable development. At the same time, it is not clear to what extent a specific budget has been allocated for stopping violence and responding to it.²⁵

There is an express desire from the Ministry of Education to continue the activities of the Ma'an programme supported by UNICEF. However, the lack of sufficient funding from public budget sources is a major obstacle to continuing training and capacity building activities. As there are many activities that must be carried out related to, for example, reaching a wide range of school counsellors for capacity building, and reaching all teachers to develop these capabilities. Also, the implementation of a cost-effective reward system that provides the best performance (teachers and educational counsellors), and all these aspects require adequate funding, not to mention the development, launch, and promotion of the electronic monthly survey system. On the other hand, and according to the results of Ma'an programme evaluation, the success of such a programme at the national level is linked to the strong will, shared ownership, and active participation of the relevant ministries, as reducing violence against children in schools is a work that everyone is concerned about. Therefore, all relevant national-level ministries such as the Ministry of Education, the Ministry of Social Development, the National Council for Family Affairs, and all departments within the Ministry of Education are uniformly responsible for the success of the programme. This requires having a complete system with annual budget allocations, resource mobilisation, and appropriate funding.²⁶

Current laws limit the activation of volunteer work and the acceptance of donations to schools. This was mentioned in the strategy of the Ministry of Education. The strategy stated that the ministry will work to expand investment in resources effectively.

UNICEF, in cooperation with the Ministry of Education, supports many activities related to the Ma'an programme in refugee camps, by activating safe school environment councils to work on reducing violence. In refugee camps, UNICEF is also supporting the "Tarbiya" program, which is part of Ma'an program, in order to enhance positive discipline among students, develop training programmes for staff working with students, and develop a monthly electronic survey, in addition to training on basic life skills, awareness raising activities and implementation of parenting awareness programmes for parents of students.

Evaluation results for the "Tarbiya" programme emanating from the Ma'an programme- which was conducted in 2017 - showed that the "Tarbiya" programme is expensive and requires a lot of effort by those involved in the program. At the same time, the same evaluation results showed that Tarbiya programme has actually been able to improve the performance of these schools. In addition, the value of the behaviour change training model and activities under this approach cannot be denied. The relatively high cost may indicate the possibility of continuing to apply this model to a larger number of poorly performing schools. Most participants in the evaluation study agreed that the programme was more effective with younger children. The most cost-effective way for this programme is to consider including this type of training in the curricula of teacher training institutes, considering its subjects an essential component of the curriculum.

As for the field interviews results of the partners and central departments in the Ministry of Education indicated that 50 percent indicated that the education budget includes a specific item for developing and implementing violence prevention and response interventions, while the percentage decreased to 30 percent in the area of allocating additional budgetary items/activities to address violence in schools.

On the other hand, 90 percent considered that donors within the country provided funds and technical assistance to develop and implement violence prevention and response interventions, and it was also found that 60 percent emphasised the provision of additional donor-funded programmes and interventions aimed at preventing violence in schools.

²⁵A study analysing budgets allocated to children has been posted on the following website of the National Council for Family Affairs. nafa.org.jo/ar/album/policies-and-legislation-1. The sixth periodic report submitted to the International Committee on the Rights of the Child under Article 44 of the 2019 Convention on the Rights of the Child was also reviewed.

²⁶According to the results mentioned in the final evaluation report for: Evaluation of "Ma'an...Towards a Safe School Environment" programme 2009-2016 Jordan, issued in 2017.





This review confirms that legislative frameworks at the national level are in place.

Field Directorate Level at governorates

The directorate conducts follow-ups through the school councils. These follow-ups are usually for activities carried out in schools. It is not clear from the reviews of documents, plans and strategies the truth of the responsibilities assigned to the directorates, procedures and mechanisms. This may indicate that resource allocations to schools may be centralised from the centre of the ministry rather than from education directorates in the field.

It is not clear through a review of theoretical documents whether the field directorates in governorates receive and allocate resources to prevent violence in schools within their geographical scope, but it seems that the process of allocating and providing these resources is centrally done by the Ministry of Education Centre.

As for the results of field interviews, it was shown that 25% of the directorates know whether the directorates have received any government funding for violence prevention and response interventions, while 25% answered that there is no such funding, and 50% do not know whether the directorates have received such support.

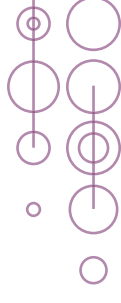
This review confirms that legislative frameworks are partially applied at the level of directorates.

Schools Level

There is a general budget for the school that is duly disbursed, and there is no budget designated for reducing violence, knowing that the programmes and activities that are held in these schools related to reducing violence are allocated by the centre of the ministry itself. It should be noted that many of these programmes and activities are implemented in schools, but these schools do not receive a budget and/or financial allocations to implement these activities, as it is done, for example, in the Ma'an programme, which is supported by UNICEF at the Ministry of Education level. UNICEF support is not directed to schools or even to education directorates in the field.

As for the results of field interviews, it was shown that about 82% of school principals responded that schools had not received any government funding to implement any interventions to reduce and respond to violence. While about 98% of teachers indicated that they do not know whether their schools have received any financial funding from the Ministry to implement any interventions to reduce violence.

This review confirms the partial implementation of activities and programmes at the school level.



<p>4.2</p>	<p>Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches</p>	<p>Development partners provide targeted funds, technical assistance, and programmes through implementing partners for prevention and response to violence in schools.</p>	<p>District coordinates, monitors and reports on use of targeted resources.</p>	<p>School access targeted resources for prevention and response to violence.</p>
<p>B = Partially in place</p>		<p>Assessment</p> <p>B = Partially in place</p>		<p>C = Not in place</p>

National Level

The Education Strategic Plan 2018-2022 has devoted an entire chapter - Chapter Five - on the axis of partnership and coordination, which reflects a positive trend to organise the process of partnerships with partners and making it an institutionalised process. In this chapter, details related to the structure of partnerships and coordination, and the definition of terms of reference for partnerships and coordination structures have been included, defining the obligations of development partners and the joint responsibilities of the Ministry of Education, the partners, as well as the entities and committees working on developing the direction of the partnership, its institutionalisation, and working mechanism. This trend in general reflects noticeable progress in placing it within the strategy, and it is important to ensure that it is reflected in practice within implementation plans and activities with clear indicators and an allocated budget.

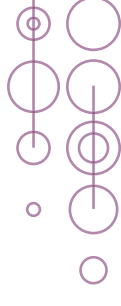
The support of development partners for the Jordanian education sector is large and varied, including at the levels of the ministry, field directorates and schools. As for the most prominent programmes that are financially and/or technically supported by donors for the education sector in general, they vary from education programs, learning through playing and empowerment, early childhood education, improving the learning environment, protection programs, access to education for Syrian refugees and protection, school infrastructure, pre- and in-service training programs, support for the Jordanian Response plan to the Syrian crisis, and other programmes provided by several donor countries such as Canada, Germany, Norway, the Netherlands, the United Kingdom, the European Union, the United States of America, the World Bank, and a number of Arab countries such as Kuwait and Saudi Arabia.²⁷

On the other hand, the strategy of the Ministry of Education 2018-2022 showed that the funding gap between the expected cost of the strategy and the potential budget for education is very high, estimated at 400 million Jordanian dinars. Accordingly, it is expected that the support provided by partners and donors will help reduce the gap to an average of 250 million Jordanian dinars annually.

As a result of UNICEF's humanitarian response to the influx of Syrian refugees since 2011, shortly after the launch of Ma'an program, UNICEF had to prioritise the provision of humanitarian assistance responsive to the conditions of Syrian refugees, which led to alleviation of allocating the financial resources provided to the Ma'an programme in return for contributing to the response to the Syrian crisis. However, the commitment of the Ministry of Education and the determination of UNICEF to continue supporting the programs' activities and to include Syrian refugee schools as well helped push more towards implementing the activities of this programme and moving it forward. This is through the latest protocol signed between the Ministry of Education and UNICEF to support programmes and activities to reduce violence at the levels of prevention and intervention for a period of three years, including in the Syrian refugee camps.

²⁷According to what was mentioned in the Education Strategic Plan 2018-2022





As for the results the field interviews conducted for the partners and central departments in the Ministry of Education showed that 40 percent indicated that the private sector, such as charitable work, companies, and investors, provided funds or technical assistance to develop and implement interventions to prevent and respond to violence. While only 20 percent indicated that there is funding provided by the private sector aimed at preventing violence in schools.

This review confirms that legislative frameworks at the national level are partially in place.

Field Directorate Level at governorates

The Education Strategic Plan 2018-2022 emphasised the need to study the common necessities of school networks. Emphasis was placed on school networks that fall within a specific geographical area, and to define priority areas, such as student achievement results, behaviour, school violence, in addition to infrastructure problems and others. The following mechanism is to be presented to the team in the field directorate that works to meet these needs in partnership with the private sector and other institutions in the society.

The directorates and schools affiliated with them have limited powers in planning and independence in decision-making, including education and training, and activating the participation of the local community and supporters, despite the government's tendency towards decentralisation and the presence of many projects supporting it, but the limited coordination still exists because higher administrations at the ministry still lean towards centralisation even in the process of submitting follow-up reports on resource use

As for the results of field interviews, it was shown that 50% of the directorates reported that the directorates had never received any funds from donors for violence prevention and response interventions, and 25% did not know whether the directorates had received such support or not.

This review confirms the partial implementation of legislative framework at the directorate level.

Schools Level

The process of allocating resources and technical and financial support to schools is done centrally through the Ministry of Education. This has made schools participate in the implementation of activities directed at them at the school level, and at the same time, the Ministry has not given a role to schools to access the available resources to implement prevention and response activities related to cases of violence against students.

As for the results of field interviews, 80 percent of school principals were found to have received resources from private sector funders, foundations, partners, and organisations to implement any interventions to reduce violence.

It was also found that 98 percent of teachers indicated that they did not know if their schools had received funds from donors to implement interventions to reduce violence and respond to it.

This review confirms that there is no implementation of activities and programmes at the school level.





4.3	<p>There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in schools.</p>	<p>Private philanthropy, foundations, CSR, social impact investors, etc., provide targeted funds, technical assistance, and programmes through implementing partners for prevention and response to violence in schools.</p>	<p>District coordinates, monitors and reports on use of targeted resources.</p>	<p>Schools access targeted resources for prevention and response to violence.</p>
B = Partially in place		Assessment		C = Not in place

National Level

Jordan’s Vision 2025 indicated through the strategic field “poverty and social protection” as one of the priorities for enhancing social protection and community responsibility, through the institutionalisation of the National Project for Corporate Social Responsibility, in order to mature the concept of corporate social responsibility, define the principles of social responsibility as well as its fields, manage their effectiveness efficiently, and coordinate their initiatives, and then measure the results of their impact. This strategic area, adopted by the government and including the Ministry of Education, allows for the strengthening of institutions concerned with charitable and public sector and social responsibility to direct financial resources to the prevention and reduction of violence in schools.

Although a specialised chapter on partnership and coordination was included in the strategy of the Ministry of Education (2018-2022), it was not clear that there are specific, clear and approved mechanisms for how to adopt programmes and stimulate private sector participation, community participation, and others. The Ministry of Education has given safe school environment councils in schools - within the Ma’an programme - the freedom to design their own initiatives, at a time when these schools face a clear lack of financial community support for schools, such as accepting donations, due to regulations, instructions and restrictions that impede them.

As for the results of field interviews, it was shown that 40 percent of central administrations indicated that the private sector (such as private philanthropy, foundations, CSR, investors, etc.) provided specific funds or technical assistance to develop and implement interventions to prevent and respond to violence, and 30 percent answered that this support has not been provided, and 30% do not know whether this support has been provided from the private sector or not.

This review confirms the partial existence of legislative frameworks at the national level.

Field Directorate Level at governorates

It is not clear what specific operational roles for districts are in the roles of coordination and follow-up, but the directorate, as indicated in the ministry’s strategy, has the responsibility to meet the needs of schools through the educational development team in the district, so that communication with the private sector in this regard is made directly.

The theoretical review of the relevant national documents did not reveal roles and tasks assigned to the directorates in fields related to coordination and monitoring, and any submitted reports related to the use of resources.





As for the results of the field interviews, it was shown that 37.5 percent of the directorates indicated that the directorate received any resources from private funders (such as institutions, companies, churches, etc.) to prevent violence, and 25% answered that these resources were not provided, 37.5 percent did not know what whether it was submitted or not.

This review confirms that there is no application of legislative frameworks at the level of directorates

Schools Level

The MoE has granted safe school environment councils in schools - within the Ma'an programme - the freedom to design their own initiatives, at a time when these schools face a clear lack of material societal support for schools due to the regulations, instructions and restrictions that hinder this. This requires reviewing the legislative and regulatory frameworks for community participation and developing mechanisms to stimulate community support for schools.

As for the results of field interviews, it was shown that 77 percent of school principals indicated that the school had not received any resources from private funders (such as institutions, companies, organizations, etc.) to implement any interventions to reduce violence, and 16 percent of principals did not know whether they this support was provided or not.

As for teachers, 94 percent indicated that the school did not receive any resources from private funders (such as institutions, companies, organizations, etc.) to implement any interventions to reduce violence.

This review confirms that there is no implementation of activities and programmes at the school level.





Summary of Findings for Benchmark 4: Invest Resources Effectively

This section has provided an overview of the findings from the theoretical documents review and the results of field interviews surrounding Benchmark 4.

First, a summary of best practices:

Strategic level:

- The existence of a national vision that supports the participation of development partners, social responsibility programmes and the private sector in supporting the education sector and the programmes emanating from it, manifested in Jordan Vision 2025
- The strategy of the Ministry of Education 2018-2022 defines an entire chapter to develop partnership and coordination with partners, including roles, responsibilities and steering committees related to coordination and partnership development.
- Existence of studies related to budgets allocated to children such as the Child Friendly Budget 2015 and studying the financial impact of the draft Child Rights Law 2020.

Application and practice level:

- A clear and confirmed national commitment from government agencies, including the Ministry of Education, UNICEF and donor countries supporting prevention and response programmes that work to combat violence.
- Close cooperation between the Ministry of Education and UNICEF to support the programmes and activities of the Ma'an programme and include the activities within the strategic plan of the ministry as an axis that helps in institutionalizing these programs.

Second, gaps and challenges:

Legislative level:

- The limited laws that activate community participation, which limits its role and ability to contribute significantly to allocating resources - such as donations - for prevention and intervention activities to reduce violence against children.

Strategic level:

- Despite the inclusion of a specialised chapter on partnership and coordination in the strategy of the Ministry of Education 2018-2022, it is not clear that there are specific, clear and approved mechanisms for how to adopt programmes and stimulate private sector participation, community participation, etc.

Application and practice level:

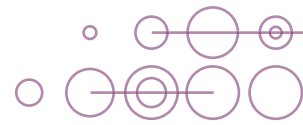
- It is not clear exactly what effective role the field directorates at governorates should have, whether in terms of supporting coordination efforts, follow-up or reporting, or directing the private sector to adopt school initiatives according to the priorities of needs.

Third, suggested recommendations:

Call to Action 4: Investing Resources Effectively

Benchmark 4.1: Domestic resources have been allocated to support interventions and capacity building activities to prevent and respond to violence in schools.





- Review the legal and financial frameworks related to community participation, in order to stimulate and activate community participation in schools, and to adapt any restrictions that may prevent and/or limit this participation.
- Addressing the gaps in laws limits the activation of volunteer work and the acceptance of donations to schools according to what is mentioned in the Ministry of Education's strategy.
- Establish a specialised fund to cover the expenses of expanding the Ma'an programme in order to support the programme in combating violence directly, whether in prevention, intervention or response programmes, including refugee camps.

Benchmark 4.2: Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches.

- Expand the powers of field directorates in the governorates to stimulate community participation according to priorities that appear in governorates and at the school level, in order to become sensitive to the diversity of community environments in Jordan.
- Ensure that the roles and responsibilities of development partners are defined and clear and works within a comprehensive national plan.
- Grant directorates and schools' broader powers in line with the decentralisation pursued by the government, in order to determine the needs related to prevention and intervention programmes and activities to reduce violence against children.

Benchmark 4.3: There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise, and advocacy towards ending violence in schools.

- Develop a list of conditions for any programme that will be presented by any donor, including a plan for the gradual transfer of knowledge and experience to ensure institutionalisation of the program.
- Stimulating the private sector to become a partner in providing financial and non-financial support directed at reducing violence against children at the levels of prevention and intervention.



4.5 Findings for Call-to-Action Benchmark 5: Generate and Use Evidence

Table 7: Findings for Call to Action: Benchmark 5 - Generate and use evidence.

An assessment of “A” indicates that checkpoints/requirements are in place, an assessment of “B” indicates that checkpoints/requirements are partially in place, and an assessment of “C” indicates that checkpoints/requirements are not in place.

A = In place B = Partially in place C = Not in place

Item	Standard	Central	Sub-national/District	School
5.1	Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system	Central information system that records incidents and monitors trends, fed by District or local.	District has record keeping of incidents occurring in schools.	Maintenance of confidential records about protection related incidents in the school.
Assessment				
		B = Partially in place	B = Partially in place	B = Partially in place

National Level

The strategic framework document and the action plan to reduce violence against students 2019-2021, which was prepared in 2018 and in collaboration with UNICEF, identified a number of challenges related to information systems. Although the monthly electronic survey system for violence is the first electronic scanning process designed and prepared by the Ministry of Education and in collaboration with UNICEF, it aims to periodically track the rates of violence directed at children in schools, and according to the results of the evaluation for Ma'an programme 2017 and analysis of the current situation, a number of challenges were seen related to; poor understanding of the basic goal of this tool, the extent of credibility in the data entry process and the seriousness of its application, and the weakness of the outputs and thus interest in it. It was also found that there are problems with the content of the tool, whether in terms of items or target groups, and in the calculation mechanism for repeated cases of violence. It also revealed the absence of review or analysis processes based on their follow-up by the Ministry of Education when applied in the field. This means that planning to develop the monthly electronic survey is one of the most important recommendations that require emphasis on placing it in the developed plan for the Ma'an programme. Indeed, a review and development of the tool's mechanism and content has been initiated and a technical committee has been formed to conduct this review. The survey was developed in partnership with UNICEF by the end of 2019 with the aim of improving the quality of the reports produced from the survey in order to use the results of these reports and thus lead to clear evidence-based decisions.

The Department of Family Protection and Juveniles of the Public Security Directorate, in its capacity as the official body according to the law for receiving reports of cases of violence against children from within the family, and of sexual assaults from all sources, issues monthly and annual reports that include detailed information such as the number of cases of violence against children in Jordan. It is divided according to the governorates, the type of abuse and the source, the age group most exposed to abuse, the gender of the abused child, and others. This statistical information is periodically shared with government agencies and relevant institutions. Moreover, the National Council for Family Affairs and Jordan River Foundation conducted the analytical report for the results



of the 110 lines for the family and the child in 2015, and statistical information was provided about the calls received, their type, a number of social factors and family conditions, the type of problems and their locations per governorates in the Kingdom.

According to the National Framework for the Protection of Family from Violence and Child Protection approved by the Council of Ministers in 2016, and the national team for family protection from violence No. 33 of 2016, this system has given the authority to the national monitoring team to supervise the implementation of the national directions and policies on family protection, including periodic partners' performance evaluation every two years, issuing periodic reports, setting up a mechanism for preparing national indicators on domestic violence, and following up on their investigation. The process of developing these national indicators will help increase the stakeholders' knowledge on the prevailing trends associated with the existence of violence against children, and provide this information and exchange it among the concerned authorities at the level of decision-makers.

Within the final version of the Ministry of Education's Procedures Manual on Dealing with Cases of Violence against Children, which was recently adopted in 2020, this manual has developed an entire chapter on documentation and information management. The documentation and information management mechanism followed the basic standards that must be adopted to achieve minimum requirements for providing services for domestic violence cases within the "data management" standard, which provides for the preservation of violence cases files according to specific regulations to maintain their confidentiality. This chapter specialising in the procedures manual explained the mechanisms followed in dealing with paper files, electronic files, and the national electronic tracking system which will register and track all child protection cases at the national level. This chapter also explains the forms used in dealing with cases, who fills them out, and the authority matrix.

Jordan currently has two systems operating on information management on violence against children that focus on response to the Syrian crisis by non-government organisations. The first system is the offline child protection information management system (CPIMS) which was established by the United Nations High Commissioner for Refugees (UNHCR) as a unit of the Refugee Assistance Information System (RAIS) units, and the CPIMS system includes a CPIMS BID form in which the information is recorded. The same information is also entered into a similar, independent form of the unified inter-agency child protection information management system (AI CPIMS) within areas agreed upon and standardised by all stakeholders. The second system (CPIMS + / PRIMERO) is connected to the Internet and is a case management tool that was tried and approved in 2015 to be used by UNICEF and UNHCR partners. It is a free application available on the Internet that works on UNICEF platform under the name of Primero™. UNICEF has worked to establish it in order to facilitate the management and monitoring of cases, tracking and family reunification. Its design takes into account safety, ease of use, adaptability and modification as needed, and it includes several advanced and standardised interagency systems for managing information on violence against children, including child protection information management system plus (CPIMS +), which is currently used by three case management institutions. The steering committee on the Child Protection Information Management System, headed by the UNHCR and the International Medical Corps (IMC), meets monthly and works to facilitate the transfer and collection of data between the two aforementioned systems, and the steering Committee in Jordan submits its reports to the sub-working group on child protection headed by UNICEF and the UNHCR, it is the agency responsible for collecting, sharing and compiling data related to managing cases of violence against children for the purpose of protection and the creation of programmes. These regulations were mentioned here in accordance with the policies and guidelines document for dealing with cases of gender-based violence, domestic violence and violence against children, issued in 2018 in Jordan.

As for the results of field interviews, it was shown that 40 percent of the central administrations indicated that the Ministry of Education had developed and implemented a national system for collecting data from the directorates on violence-related incidents. While 30 percent indicated the absence of this system, and 30 percent do not know whether this national system has been developed and implemented or not.





This review confirms the partial existence of legislative frameworks at the national level.

Field Directorate Level at governorates

The Educational Counselling Department at the directorate receives the statistical reports prepared by the Advocacy Committees / Councils of the Safe School Environment on a regular basis. It is not accurately determined what is supportive role of the directorate and whether it held any discussion sessions on the outputs of the reports or built on any steps and intervention programmes.

The Ministry of Education's procedures guide for dealing with cases of violence against children adopted as a final version 2020, clarified the cases that are transferred from the school to the directorate, which informs the Family Protection Department. This guide also showed the statistical periodic reports that the directorate fills out based on the reports sent from schools to the Ministry's centre. These periodic reports that will follow the implementation of the procedures will constitute as an important source for more information about violence against children in Jordan and its related types, patterns, factors, and others.

As for the results of field interviews, it was found that only 12.5 percent of the directorates have participated in regional/global data collection processes related to violence against children in schools and that 37.5 percent have not previously participated in any of these activities, and the same percentage are not aware of and/or not sure.

This review confirms the existence of legislative frameworks are partially applied at the level of directorates.

Schools Level

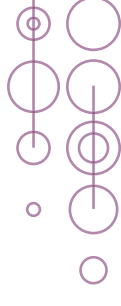
The Ministry of Education's procedures guide for dealing with cases of violence against children adopted as a final version 2020, clarifies the forms that are filled out at the school level and the validity of their access to preserve the confidentiality of information, and the record of documenting these cases and treating these records containing information about the child's condition confidentially. The guide also showed the periodic reports that the school fills out about cases of violence among many variables, and how to submit them to the directorate in order to direct the educational development councils' plans towards prevention and counselling services.

UNICEF supported the Ministry of Education in institutionalising monthly surveys as a tool for national monitoring of violence. The data is collected and consolidated online and used by the ministry and the safe school environment councils in their action plan. There is a need to build on such innovative field projects against school violence with a special committee set up to review lessons learned, KPIs, reflected achievements and recommendations to the senior management of the ministry including the minister to expand the scope of experimentation.

The cumulative results of Ma'an programme over the past years also showed that the percentage of children who were exposed to verbal or physical violence decreased steadily and remarkably, from 44.8 percent (verbal) in 2009 to 15 percent in the 2018-2019 school year and from 40.3 percent (physical) to 8 percent for children in the same period. However, boys still have higher rates of violence than girls, a factor that contributes to adolescent dropouts.

As for the results of field interviews, it was shown that about 80 percent of school principals indicated the existence of procedures for confidential documentation: for reports and response to violence in the school while teachers reported that 50 percent the existence of procedures for confidential documentation.






	<p>As for the school's participation in any activities for collecting data on the prevalence and forms of violence in schools, principals indicated by no more than 7 percent that their schools participated in such activities, while about 82 percent of principals stated that they did not participate in such activities. Also, the low participation of teachers in any activities to collect data and information related to violence against children was low among teachers, reaching only 13 percent, while 56 percent of teachers had not previously participated in these activities, and 31 percent are not sure if they participated or not and/or they do not know.</p> <p>This review confirms the partial implementation of activities and programmes at the school level.</p>		
<p>5.2</p>	<p>There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards²⁸</p>	<p>National Statistics Office and Ministry of Education monitor data on prevalence and forms of violence through regular participation in international school-based survey programmes (every 3-5 years).</p>	<p>District support implementation of school-based survey programmes.</p> <p>Comprehensive questions on prevalence and forms of violence are included in regular school-based survey programmes.</p>
Assessment			
National Level		B = Partially in place	B = Partially in place
<p>The Department of Statistics implements the Population and Family Health Survey periodically (every five years). It implemented the seventh survey 2017-2018 and shared its results during 2019. This survey (2017-2018) was funded by the Jordanian government USAID, UNFPA, and UNICEF, and ICF, which provided technical assistance through the Demographic and Health Surveys programme. This survey devoted an entire chapter to information on domestic violence and its forms.</p> <p>The Ministry of Education has prepared the training manual for creating a safe school environment free from violence, since 2009. This guide has become an important technical reference for government schools, UNRWA schools, and military culture schools because there are specific roles and responsibilities for schools to work on reducing violence rates. The manual explained the procedures and mechanisms for implementing and documenting cases of violence through the monthly electronic survey tool and monitoring data on violence against students, its forms and sources and positive change during prevention and response protection programs.</p> <p>The training manual on creating a safe school environment free from violence also specified that it is the responsibility of the Ministry of Education and UNRWA to conduct field tours to follow up the implementation of the monthly survey and the dialogue sessions that are held monthly in schools as well to share the results of the survey application periodically.</p> <p>Despite the Ministry of Education's belief in the importance of providing information and communication technology in improving the educational process, whether at the school or directorate level, and the ministry's attempt to provide the necessary computer equipment for proper connection to the Internet, the ministry explained in its strategy that within the challenges it faces in this field is the weakness of the information and communication technology infrastructure</p>			

²⁸Such as through the relevant modules of the Global Schools-Based Student Health Survey (GSHS)





in schools, the continuous changes in data and information, lack of funding and support needed to develop and maintain electronic systems and equipment, in addition to the lack of financial support to implement capacity building programmes. The percentage of schools that do not have internet services is 21 percent, while 79 percent have this service, but with limited speed.

It is worth noting that, by reviewing the sixth periodic report submitted to the International Committee on the Rights of the Child, mechanisms for collecting national data and creating a central database related to children have been clarified, and it has been shown that the Family Protection Department has a sustainable and updated database on all cases and issues that are child centred and handled by the management. In addition to the use of the electronic case tracking system (automation), which forms a national database when activated by all entities. Data on child abuse cases are available from all sections of the Family Protection Department that covers all governorates of the Kingdom, and it is (16) sections. Student cases that are reported to the Family Protection Department also fall under these cases, given that reporting cases of violence against children is mandatory. In the same context, the same report confirmed the existence of a comprehensive electronic database at the Ministry of Education, for all information related to schools, teachers and students in all their educational stages, which is obtained through the Queen Rania Centre for Information Technology through the Education Management Information System (EMIS).

With reference to the manual of procedures of the Ministry of Education in dealing with violence against children, which was referred to above in the first indicator, this guide has also been identified in Chapter Four related to documentation and preservation of information and periodic and statistical reports at the school, district, and ministry level, and the importance of these reports in developing programmes for prevention and response to violence and protection. It is worth noting that, due to the Corona pandemic, the trial of the guide has been postponed during the last period, and it is expected that the actual trial of the guide at all levels (the ministry centre, the directorate, and the school) will start with the beginning of the next school year, September 2021.

As for the results of field interviews, it was found that 60 percent of the Ministry of Education is aware of the existence of a national policy or guidelines on confidential reporting and responding to cases of violence in schools, on the other hand, 40 percent do not know the existence of this policy or guidelines in the first place.

This review confirms the partial existence of legislative frameworks at the national level.

Field Directorate Level at governorates

The head of the educational counselling department in the directorate, whether in the Ministry of Education or UNRWA, is the liaison officer concerned with receiving statistical reports on a monthly basis, who in turn participates in the education department, whether in the ministry or UNRWA, with the most violent cases at the level of its affiliated schools, and he also shares success stories of positive cases. As indicated in the previous indicator, the process of piloting the guide with all its procedures and levels has been postponed due to the Corona pandemic. This postponed the issuance of monthly statistical reports.

As for the results of field interviews, it was shown that 63 percent of the cadres working in the directorates indicated that there is a person in the directorate who analyses data at the school level and shares it with the Ministry of Education and with schools. Also, 75 percent indicated that privacy and confidentiality of personal data or records with the directorate is maintained



This review confirms that legislative frameworks are partially applied at the level of directorates.

Schools Level

School advocacy committees are considered safe school environment councils, which are one of the basic elements of the Ma'an programme that were formed since the beginning of the programme at the school level, and one of the tasks of these basic councils/committees is to organise the monthly survey violence cases in the school through several procedures. It consisted in training each of the students' representatives in distributing and implementing questionnaires, then analysing them, preparing reports, and submitting these statistical reports by schools to the education directorates periodically every three months.

Schools develop their plan to reduce violence against students through the results of analysing monthly surveys which constitute an important source of required needs and interventions. The monthly electronic survey system is an easy-to-use digital platform for children available by the Ministry of Education to monitor cases of verbal, physical and sexual violence, bullying and school vandalism in schools, homes, communities and online, as well as students' perceptions of violence. Funded by DFID, and in coordination with the Ministry of Education, UNRWA, Directorate of Military Education and UNICEF, the survey tool and software were developed in 2018-2019 to improve usability and system planning and reporting, to have a dynamic reporting mechanism, enhance system data integrity, and to review the sampling and computation method used to create reporting and data compilation. A technical committee was formed consisting of educational counsellors in schools in the Ministry of Education, heads of educational guidance departments, members of the Department of Guidance in the Ministry and UNICEF, to oversee the development and approval of the electronic monthly survey system.

As for the results of field interviews, it was shown that about 73 percent of school principals follow up on the school record (record of reported violence reports and referrals) regularly and share a summary of the reports with the directorate, teachers or parents.

Also, 69 percent of the teachers indicated that the school principal monitors the school record (record of reported violence reports and referrals) regularly and shares a summary of the reports with the directorate and teachers or parents.

This review confirms the partial implementation of activities and programmes at the school level.

5.3 Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trailed models and approaches²⁹

National Governments conduct robust monitoring and evaluations of violence prevention initiatives in order to inform replication and scale-up.

Districts support implementation, monitoring and evaluation activities for violence prevention initiatives to inform replication and scale-up.

School support implementation, monitoring and evaluation activities for violence prevention initiatives to inform replication and scale-up.

Assessment

B = Partially in place

B = Partially in place

C = Not in place

National Level

The Education Strategic Plan 2018-2022 defines the main roles and responsibilities for follow-up and reporting at the ministry centre, directorate and school levels. This strategy shows these roles in a good degree of practical and procedural detail, and it has not been known whether these roles are actually being

²⁹See WHO 2019 Section 9.



implemented and committed to since the year of launching this strategy and the obstacles it faces, and the accountability and quality system concerned with it in practice.

Jordan conducted a national study on violence against children and its prevalence in Jordan in 2007 with support from UNICEF/the country office in Jordan. This study revealed the prevalence of violence against children in various segments and indicated evidence that places this phenomenon among worrying national issues. It is noteworthy that, based on this national study, Ma'an campaign was launched at the national level to become a joint national programme in cooperation with the Ministry of Education to reduce violence against children in schools. Hence, the campaign has set its goals to reduce violence cases committed by teachers in all public schools and UNRWA schools by 40 percent in the first year, and 90 percent in the third year. Then, the development of this campaign was based on becoming Ma'an programme with all its components, sub-components and initiatives based on an external evaluation of the campaign after six years of implementation to assess the relevance, efficiency and effectiveness of the campaign. The strategic framework and associated plan with its indicators and budget have been developed based on the results of this evaluation. The updated strategic framework of Ma'an programme dealt with the challenges and weaknesses that appeared in the evaluation results and developed a plan to address them.

As for the results of field interviews, half of the Ministry of Education representatives considered that the Ministry of Education planned and conducted robust monitoring and evaluation of violence prevention initiatives in order to provide information for replication and expansion. It was also found that 70 percent said that these assessments of violence prevention initiatives were supported by donors and funders.

This review confirms the partial existence of legislative frameworks at the national level.

Field Directorate Level at governorates

The directorate's liaison officer, who is usually either the head of the educational counselling department or a member of the department, receives the periodic reports emanating from the monthly electronic survey system. This is in order to develop prevention activities in schools within the scope of the directorate.

The directorate supports the implementation of school activities and initiatives through the joint educational development team between the directorate and school networks. This is based on the results of the monthly electronic survey. Knowing that the theoretical review did not show any detailed information about the roles of the field directorates to support and follow up the implementation of the activities of evaluating violence prevention initiatives and their generalisation and expansion in other schools within the scope of the same directorate.


As for the results of field interviews, 62.5 percent of the directorates said that they had facilitated violence prevention initiatives, including follow-up, monitoring, and evaluation activities, in addition to 50 percent indicated that based on these results decisions were taken to expand the scope of these initiatives and activities and model them in other directorates and schools.

This review confirms that the legislative frameworks are partially applied at the level of directorates.

Schools Level

With regards to the monthly electronic survey system, this activity has proven its effectiveness in tracking the status of violence against children at the school level. The various structural and operational gaps were fixed immediately in collaboration between the ministry and UNICEF. Effectiveness of the system was





enhanced to prepare analytical reports and to be used for decision-making. The monthly online survey as a complaint mechanism gives children a voice and allows them to express their concerns and protection needs. The survey also serves as a powerful monitoring tool for the Ministry of Education to monitor the percentages and types of violence children may be exposed to and to enable the Ministry of Education to provide effective and adequate solutions to ensure a safe school environment for all children in Jordan. It is worth noting that, through the monthly electronic survey, information about violence against children is available and is separated according to different indicators based on types of violence, environments of violence, school location, field directorates, governorates, and students' gender. Schools respond to the results of the monthly electronic survey by engaging students, teachers, counsellors, school principals, and safe school environment councils at school levels in implementing various prevention and response activities under the Ma'an program. The response to the results of the electronic monthly survey is monitored by the Guidance Departments in the Ministry of Education at the district and ministry levels as they receive notifications automatically by the system about high/increasing rates of violence and response plans. The system has different tools and activities to monitor violence on a monthly basis and prepares reports by semester and school year to monitor Ma'an interventions.

As for the results of field interviews, it was shown that 20.5 percent of school principals indicated that initiatives or programs had been implemented to reduce violence, and that 66 percent of principals reported that no initiatives or programs had been implemented to reduce violence.

As for the results of field interviews, it showed that 25 percent of teachers indicated that their schools had implemented any initiatives related to preventing violence, and 57 percent indicated that none of these initiatives had been implemented.

It was also found that only 6 percent of teachers indicated that the Ministry of Education used the results of violence prevention initiatives in their school to make any changes in other schools, which is a very limited and small percentage, especially since 51 percent of teachers do not believe that these results have been used and 43 percent do not know whether these results have been used to expand initiatives either in their own schools or in other schools.

This review confirms the that there is no implementation of activities and programmes at the school level.



Summary of Findings for Benchmark 5: Generate and use evidence

This section provides an overview of the findings from the review of theoretical documents and the results of field interviews related to benchmark 5.

First, a summary of best practices:

Strategic level:

- The National Framework for Family Protection from Domestic Violence and Child Protection 2016 defined the roles and responsibilities of the National Family Protection Team related to developing follow-up and monitoring mechanisms, developing national indicators, and defining the roles of partners, including the Ministry of Education.
- The Ministry of Education is committed to developing the information and infrastructure management equipment related to the directorates and schools and has set up specific role-based mechanisms to monitor the reports and reflect them in the programmes and activities related to the development of the entire educational process.
- The existence of the national policies and guidelines announced and approved by the Jordanian government and supporting partners to access to information periodically and at a national level, such as national surveys.
- There are national studies and evaluation studies that are relied upon in planning and prioritising programmes. The most recent Population and Family Health Survey was conducted in Jordan in 2017-2018. An entire chapter was devoted to domestic violence, indicators related to monitoring the volume of violence against children's cases, and another chapter on early childhood development and children's discipline. A national study on violence against children was conducted in 2018-2019 and is currently in its final stages for approval and publication. It will be published in the third quarter of 2021.

Application and practice level:

- Preparing the Ministry of Education procedures guide to deal with cases of violence against children 2021 and including detailed work paths and procedures at the ministry, directorate and school levels, which also include Syrian refugee camp schools. This manual contains the procedures for managing information, data preservation, a power matrix, and the statistical reports required from each level (ministry centre, directorate, school). The application of this guide will provide periodic and detailed data on cases of violence against children.
- Schools are committed to implementing the main elements related to the Ma'an programme, including the monthly electronic survey to monitor cases of violence against children in school.

Second, gaps and challenges:

- Despite the existence of national studies and surveys, these studies may be delayed in their implementation and sometimes a delay in presenting their results, which further delays the reliance on the results of studies and reports.
- Although there is a procedures manual for the Ministry to deal with cases of violence in detail, it has not been experimented with in a large scale and/or the results of experimentation are monitored, because of the continuous closures and restrictions resulting from the Corona pandemic, and the transition of education from face to face to distance learning. Therefore, the real need comes from ensuring the efficiency and quality of this guide and requires systematic experimentation and monitoring of the process in order for development and expansion to take place based on scientific evidence.





Third, recommendations:

Benchmark 5.1: Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system.

- Develop a follow-up and accountability system for dealing with reports and statistics and monitoring the quality of their submission based on the results of applying periodic reports.

Benchmark 5.2: There is regular information collection on prevalence and forms of violence in schools using methods that follow high ethical standards.

- Commitment to periodic national studies and report within ethical standards to develop evidence-based prevention and interventions programs.
- Developing national indicators and establishing a follow-up mechanism at the national level to ensure regularity, method and transparency of data collection.

Benchmark 5.3: – Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trialed models and approaches.

- Include the results of national studies, and annual reports of the results of the monthly electronic survey related to expanding initiatives to reduce violence against children, and benefiting from the lessons learned for different applications.
- The commitment of the Ministry of Education to implement the monthly electronic survey, and to participate in the implementation of the national automation system in all schools to provide periodic data and evidence on violence against children in schools.





5. Recommendations

The following summarises key priorities and recommendations for governments in order to meet the benchmarks for the five Safe to Learn Calls to Action:

Call to Action 1: Implement laws and policies.

Benchmark 1.1: The government has included prevention and protection from violence through specific strategies in education sector policies, plans and budget.

- Find legislative procedural mechanisms that can speed up the adoption and issuance of amended and/or updated laws, and giving priority to legislations related to children in the Legislative Opinion Bureau, the House of Representatives and the Senate.
- Find mechanisms to ensure the implementation of regulatory legislation and policies to protect children from violence.
- Implement campaigns to mobilise support and pressure, especially by civil society organisations and institutions related to child protection, the Centre for Human Rights and the National Council for Family Affairs, to expedite the issuance of these legislations.
- Work to increase the general budget allocations of the Ministry of Education for programmes that reduce violence against children, and programmes for institutionalising projects such as the Ma'an Programme.
- Direct funding according to the priorities of programmes related to child protection and based on national priorities to ensure the sustainability and impact of these programmes.
- Formulate indicators to support a safe and stimulating school environment, including expanding the scope of safe school environment councils within the plans of the Ministry of Education and relevant partners.

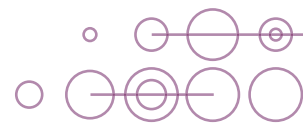
Benchmark 1.2: There is an explicit prohibition of corporal punishment in policies, to support positive discipline and classroom management.

- Validate and test student discipline instructions that are expected to be completed by the end of 2021, and their procedural manual, so that this verification and testing includes various schools at the governorate level in Jordan.
- Direct application of the manual of internal procedures of the Ministry of Education to deal with cases of violence against children through a regular follow-up and monitoring plan, after the students return to school, which was disrupted as a result of the COVID-19 pandemic. Immediately, the trained pivotal team trained should work on providing this training and expand it to include capacity building of all concerned workers in the field directorates and governorates.
- Institutionalize the work of safe school environment councils in schools and activate the role of directorates to support and follow up on the activities and programmes of these councils.

Benchmark 1.3: The roles and responsibilities of the Ministry of Education in responding to and referring cases of violence are clearly defined within the framework of the multi-sectoral national child protection policy.

- Adopt and disseminate the objectives related to the Directorate of Guidance and the Directorate of Early Childhood Development, which are currently being developed. Adopt job descriptions for jobs related to child protection. The accreditation and circulation should include all levels of the ministry (central, directorates, schools).





- The Ministry of Education to implement the child protection curriculum developed in 2020 for the educational and counselling cadres as part of MOE endorsed and institutionalized training programmes.

Benchmark 1.4: The Kingdom has endorsed the Safe Schools Declaration. In situations of armed conflict, it implements the guidelines for protecting schools and universities from military use during armed conflict.

- Amend the national legislation to prevent children from joining the armed forces, such as Article (5) of the Armed Forces Personnel Service Law, and any other legal articles, based on the National Operational Procedures Manual and general principles for working with child protection cases launched in 2018, as this guide also included children in armed conflict, considering it one of the basic child protection issues, and dedicating a section for it.
- Develop a system and/or instructions related to adolescents, which includes juveniles who are recruited and/or exploited in armed conflicts, and ensure that the implementation of the system is in accordance with international best practices and that the draft Jordanian Juvenile Law 2019 includes these juveniles.

Call to Action 2: Strengthen prevention and response at school level.

Benchmark 2.1: Key violence prevention strategies are embedded in children's activity-based curricula.

- Continue to review and develop all school curricula for all grades to ensure that they promote the values of respect, tolerance and acceptance, and reject ideas such as extremism, discrimination and violence. Conduct reviews and amend curricula to ensure all curricula for all levels of students carry the same values and communicate knowledge to children in a way that is related to their stage of development.

Benchmark 2.2: Child safeguarding principles and procedures in schools are in place, including codes of conduct and standards for safe recruitment.

- Include courses on child protection within the accreditation system for the training department in the Ministry of Education (pre-service and during service).
- Implement the code of conduct that has been developed, which works to regulate the behavioral relationship in the school community and raise awareness of its importance.

Benchmark 2.3: Each school has at least one focal point who is capacitated to provide front-line mental health/psychosocial support to children experiencing violence.

- Expedite the review and amend the job description of the counsellor and the head of the counselling department in the directorate related to child protection and dealing with and responding to cases of violence.

Benchmark 2.4: The physical environment in and around schools is safe and designed with the well-being of children in mind.

- Ensure the harmonisation of adopted standards related to safety and security of school facilities. Ensure that these standards are compatible with the needs of children with disabilities and girls.
- Motivate and empower educational cadres by adding a special indicator for efforts to reduce violence and promote a safe environment and positive discipline. For example, within The Queen Rania Award for Excellence in Education or as a condition for applying for the award.

Call to Action 3: Shift social norms.

Benchmark 3.1: There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.





- Expand the coverage of programmes and activities aimed at changing social norms and social behaviours that promote violence to all schools in all governorates (total number 4,000), including schools in Syrian refugee camps.
- Implement the plan to change social norms and behaviours and to reduce physical violence against children through all partners including the governmental level, civil society and donors.

Benchmark 3. 2: Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or help children manage risks.

- Conduct periodic national studies/surveys that guide future programmes and projects, in order to identify interventions and change social norms and behaviors that support violence.
- Determine a clear mechanism for conducting surveys and/studies in a continuous manner, to ensure clear scientific evidence, and to avoid long interruption in conducting surveys and studies.
- Continue to work on the Ma'an programme with a focus on increasing coverage and sustainability based on the results of monthly electronic surveys and monitoring reports of protection cases and any national studies and surveys.
- Institutionalise communication plans for evidence-based and information-based development in a centralised manner in general, including a plan to change behaviour and social norms to reduce physical violence against children, and ensure that they are based on quantitative and qualitative evidence.

Benchmark 3.3: Young people, parents, teachers, and community members in and around schools are engaged and active on the topic of school violence.

- Review the legal and financial frameworks related to community participation in order to stimulate community participation in schools and hold periodic meetings to discuss the needs for programmes and activities related to protection and intervention within the schools' network.
- Respond to the most urgent needs through the participation of local communities in designing plans that are actually based on their needs and priorities and present them to the development team in field directorate in all governorates.

Call to Action 4: Invest resources effectively.

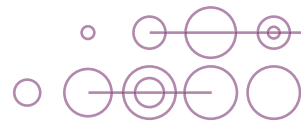
Benchmark 4.1: Domestic resources have been allocated to support interventions and capacity building activities to prevent and respond to violence in schools.

- Review the legal and financial frameworks related to community participation, in order to stimulate and activate community participation in schools, and to adapt any restrictions that may prevent and/or limit this participation.
- Address the gaps in laws which limit the activation of volunteer work and the acceptance of donations to schools according to what is mentioned in the MoE's strategy.
- Establish a specialised fund to cover the expenses of expanding the Ma'an programme in order to support the programme in combating violence directly, whether in prevention, intervention or response programmes, including refugee camps.

Benchmark 4.2: Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches.

- Expand the powers of field directorates in the governorates to stimulate community participation





according to priorities that appear in governorates and at the school level, in order to become sensitive to the diversity of community environments in Jordan.

- Ensure that the roles and responsibilities of development partners are defined and clear and work within a comprehensive national plan.
- Grant directorates and schools' broader powers in line with the decentralisation pursued by the government, in order to determine the needs related to prevention and intervention programmes and activities to reduce violence against children.

Benchmark 4.3: There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise, and advocacy towards ending violence in schools.

- Develop a list of conditions for any programme that will be presented by any donor, including a plan for the gradual transfer of knowledge and experience to ensure institutionalisation of the programme.
- Stimulate the private sector to become a partner in providing financial and non-financial support directed at reducing violence against children at the levels of prevention and intervention.

Call to Action 5: Generate and use evidence.

Benchmark 5.1: Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system.

- Develop a follow-up and accountability system for dealing with reports and statistics and monitoring the quality of their submission based on the results of applying periodic reports.

Benchmark 5.2: There is regular information collection on prevalence and forms of violence in schools using methods that follow high ethical standards.

- Commit to periodic national studies and report within ethical standards to develop evidence-based prevention and interventions programmes.
- Develop national indicators and establish a follow-up mechanism at the national level to ensure regularity, method and transparency of data collection.

Benchmark 5.3: – Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trialed models and approaches.

- Include the results of national studies, and annual reports of the results of the monthly electronic survey when expanding initiatives to reduce violence against children, and benefit from the lessons learned.
- Ensure the commitment of the Ministry of Education to implement the monthly electronic survey, and to participate in the implementation of the national automation system in all schools to provide periodic data and evidence on violence against children in schools.





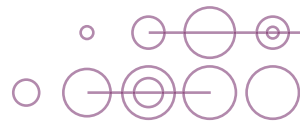
6. Conclusion

This diagnostic exercise sought to assess the national efforts in reducing violence against children in schools and provide insight on the challenges and gaps the Government of Jordan is facing. The results of this exercise have established that there are laws, national organisations, and programmes with clear mechanisms on how to respond to the high prevalence of violence against children. Findings show the existence of clear objectives within the Ministry of Education's vision and strategies; the presence of clear referral mechanisms to report on the incidents of violence; collaboration between partners and stakeholders, and the commitment to develop the current processes and procedures to ensure safer schools and communities.

This diagnostic study highlights the challenges and gaps faced by the Jordanian government and the Ministry of Education. These challenges and gaps include the need for consistent integration between the objectives of training and teacher assessments, the appointment of specialist advisors in each school, the institutionalization of experienced staff and their knowledge transfer, as well as the provision of technical and financial support to schools for their infrastructure development and overcrowding. The results of the study also illustrate the need for clearer roles and responsibilities within the departments at the Ministry of Education and at the directorate level.

Future policies and procedures are recommended to coordinate and integrate policies and procedures at the national, directorate and school levels, establish mechanisms to direct external funding, adapt strategic plans through specific indicators, and update existing frameworks and guidelines to take into account new regulations and aspects related to child protection. The Government of Jordan should consider emphasising the inclusion of the costs of the safe school environment components within the cross-cutting budget of the Ministry of Education and the gradual transition in financing activities and initiatives, with an emphasis on the process of institutionalising and expanding the Ma'an programme, taking into consideration the lessons learned from the evaluation results of the programme. Finally, the Ministry of Education should consider developing a follow-up and accountability system for dealing with reports and statistics, monitoring the quality of their submission, carrying out the roles and responsibilities entrusted to the stakeholders within the three levels (the ministry's centre, the directorate, the school) and tracking the path of information and its exchange and how to benefit from it and employ it in practice for plans and programmes.





Annexes:

Sampling Framework

Region & Governorate		All male school 6th Grade	All male school 12th Grade	All female school 6th Grade	All female school 12th Grade	Total
North	Irbid	1	1	1	1	4
	Mafraq	1	1		1*	3
	Jarash			1		1
	Ajloun		1			1
Centre	Balqa		1		1	2
	Zarqa	1*		1		2
	Madaba				1	1
	Amman	1	1	2	1	5
South	Aqaba				1	1
	Karak	1		1		2
	Tafileh		1			1
	Maan	1				

*Camp schools





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