

# Baseline Report

**FOR**

**Advancing Cohesion in Communities through Engagement in  
Structured Sports (ACCESS) in Jordan**



**RIGHT TO PLAY**

**BY**

**RESPONSE INFORMATION MANAGEMENT**



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The contents of this report have been compiled by Response Information Management Technology, and do not necessarily reflect the views and opinions of Right To Play.

## Introduction

The Advancing Cohesion in Communities through Engagement in Structured Sports (ACCESS) Project, funded by the Olympic Refugee Foundation, aims to improve protection outcomes for vulnerable children and youth in Jordan through enhanced social cohesion. This will be done through two pillars: firstly, by supporting Ministry of Education (MoE) and UNRWA schools to provide a protective learning environment for students from all backgrounds, and secondly, facilitating opportunities for children and youth, especially girls, to positively engage with peers from different backgrounds within their communities. Football for Development methodology will be the primary tool used to achieve these project outcomes, with teachers and coaches trained in their schools and communities. These trained leaders will then regularly implement Sport for Development activities that will assist in promoting protection and life skills for peace and social cohesion.

The ACCESS project has been chosen to trial the Sport for Protection: Programming with Young People in Forced Displacement Settings (2018) toolkit. A collaborative effort on behalf of the UNHCR, the International Olympic Committee, and Terre Des Hommes, the toolkit represents the next step in the ongoing effort to understand the role that sport can play in the protection and well-being of refugee and internally displaced young people. It builds on more than 20 years of work between the UNHCR and the International Olympic Committee to bring sport to some of the world's most disadvantaged young people, and will be used both by the Olympic Refugee Foundation and a broad cross-section of organizations and stakeholders to better understand and implement Sport for Protection programming.

## Findings: Indicators

- 68% of beneficiary children and youth reported increased social networks and community support mechanisms
- 67% of beneficiary students reported protective and inclusive access to social networks in schools
- 64% of children and youth reported peaceful engagement and co-existence with peers from different backgrounds
- 55% of children, youth and parents indicated having more tolerance towards other communities
- 59% of children, youth and parents indicated having more trust towards other communities
- 41% of children and youth reported access to safe football pitches
- 29% of children and youth reported using peaceful solutions to solve problems with other children and youth
- 64% children and youth reported incidence of peer to peer violence
- 68% of children and youth demonstrated life skills

## Conclusion

### Context

When analyzing the results of this study, it is important to recognize that children who attend MoE and UNRWA schools come from mid to low income families that cannot afford to pay private school tuition fees. Often, poverty is coupled with parents having little or no education, and many children experience family problems including physical and mental abuse, quarrelling, beating, divorce, and in some cases, fathers who indulge in alcohol and drugs. Such children are rarely exposed to positive cultural and religious values teaching them how to behave and conduct themselves at school and in the community.

Not all poor families, however, suffer from broken and disturbed homes. Despite their harsh economic realities, some invest time and effort in their children's upbringing and education, and stress the importance of being well behaved and upright members of the community. The results of this study reveal differences and contradictions between children, likely reflecting their life experiences and their situations at home.

For most questions asked, the responses of leaders vary from those of students, sometimes contradicting them. Three possible interpretations can be given for this, the first of which is a lack of communication between students and their teachers. Weak communication channels at the school level hinders interactive communication between teachers and students, meaning that neither group may have the full picture required to provide accurate answers to questions. Furthermore, a lack of school counsellors equipped with listening and support skills makes it difficult for students to express their concerns, which may be reflected in the study. Other teachers, who are overloaded by teaching hours and whose main concern is to cover the material as this is crucial in achieving incentives and maintaining their financial status, are often less willing to spend quality time listening to and interacting with their students, or providing psychosocial support.

Secondly, in general children respond to questions at a micro level while teachers see the macro level. Children's responses are spontaneous and perhaps careless, and their opinions individualized and are based on a limited number of interactions with other students. Their opinions are also reflective of students' behavior, background, family, and values. Teachers, on the other hand, tend to analyze questions and review their experiences before committing to a more accurate answer. They provide opinions that are reflective of the total number of students in the school, making their views more general and collective, and consequently less positive than those of the students.

It may also be the case that teachers saw the study as an opportunity to express their negative feelings and opinions. According to a study by Stave, Tiltne, Khalil and Hussein (2017), teachers tend to complain about unrewarding and stagnant wages, difficult working conditions, lack of respect from their students, and a heavy administrative workload. Many schools participating in the ACCESS project are hugely stressed by the influx of refugees from Syria since 2011; already overcrowded and rundown, they need to content with a double shift

system whereby most Syrian children attend the second shift, huge class sizes, short lesson times, and a significant lack of learning resources – not to mention a high proportion of students suffering from trauma or behavioral problems. Such conditions, added to and influencing the erosion of the teacher’s role as a firm classroom manager expected to wield power and authority over their students, has understandably left teachers feeling generally disgruntled. Furthermore, reduced participatory leadership creates a gap between the perspectives of teachers and students, where leadership is unable to identify with the students’ needs as it fails to involve them in the planning and development of their schools.

It is also notable that at times, responses to questions in different categories seem to contradict. It is important, therefore, to recognize that the children in the sample are still in the process of developing their cognitive and social skills, thus the answers they provide to survey questions will raise issues concerning quality and consistency. Children’s answers are closely related their personal characteristics, psychological factors, and how comfortable they feel while undertaking the survey. Indeed, children’s answers are likely influenced by a feeling of safety as the questionnaires were filled on the school premises, which could explain their positive responses, in particular their descriptions of themselves as kind and understanding. However, children are supervised by parents and teachers - figures of authority from whom children have become accustomed to taking instruction and being disciplined. Taking into consideration their natural desire to please adults, children’s answers may vary to the presence of their teachers while participating in the survey. In addition, the researchers’ body language may also have exerted some influence, such that if a child believes that a researcher wants them to answer in a specific way or that they may not be pleased with the answer, then the child may tend to provide answers they believe will please the researchers.<sup>1</sup>

## Findings

### Social integration, Emotional Inclusion and Belongingness

Although children make friends at school and see the importance of having friends, most of them do not socialize with these friends after school indicating lack of social activities and venues for children. Furthermore, children are happy at school and belong to their class but feel left out of things happening at their schools, suggesting limited activities in which all can participate. Most children are unwilling to share their games, and only some of them get along well with others in their class. In any select classroom children make friendships according to their inclinations, so academic achievers tend to group together and mischievous children together. Those in the middle attach themselves to whomever temporarily accepts them.

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<sup>1</sup> Improving Validity and Reliability in Children’s Self Reports of Technology Use by Matthew Horton, 2013 <https://core.ac.uk/download/pdf/18581485.pdf>

Children from all nationalities make better friendships with children of their own nationality, and given the opportunity, Jordanian children may integrate and mix well with other nationalities. However, the double-shift school system provides few opportunities for the integration of Syrian children with Jordanian children who attend the morning shift. This situation significantly affects social integration and social cohesion among students who live in the same community but belong to two disconnected school systems, and reduces opportunities for Syrian students to interact, socialize, and make friendships with Jordanian students and students of other nationalities.

Children dropping out of school seems to be an issue concerning families rather than students. Poorer families place more importance on their children leaving school to work to improve the family's income than the future and welfare of their children. Impacted children are mostly poor academic achievers who need to be encouraged by their families to pursue vocational training so they can ensure a better future for themselves, rather than leave school without any qualifications.

## Participation

Children are not particularly enthusiastic about participation in class and they do not like doing schoolwork and other activities together. Children are not systematically encouraged to work and play in teams. According to Alzyoud, Al-Ali and Bin Tareef (2016), a possible reason for this may be that children's lifestyles have enhanced their self-centeredness. Their parents are busy with their jobs and with other responsibilities, so they give minimal supervision and support to their children. Thus, children spend most of their time engaged in individual-based activities which inhibits their positive social skills and reflects on their ability and willingness to participate.

## Motivation

About half the children like going to school, and many are rewarded for their achievements by their family and school. The rewards are insignificant and symbolic, amounting to medals and verbal acknowledgements. Schools also tend to focus on children who are academic achievers, leaving other children unmotivated, which is likely because teachers do not have the time or training to recognize children's talents and motivate them to excel. Furthermore, low-income parents with low levels of education may be unable to motivate their children beyond providing basic school necessities, according to Sorbring and Lansford (2019).

## Safety

Schools are generally not safe, school playgrounds are not safe, and children do not feel safe walking to and from school. There are very few football fields available in the neighborhoods, so children play in parks and streets. Children often underestimate the level of risk in playing

in streets. Children can suffer injuries from hard asphalt ground, risk being bullied and harassed by older youth, and are prone to car accidents while playing in the streets. Indeed, Jordan's National Traffic Safety Department indicated that most injuries and deaths were recorded among children aged five to seven years, who are the most frequent street players. Children who live far from schools and their families cannot afford to pay for public transport, which makes them more vulnerable to car accidents, bullying, and harassment from adults. Indeed, children are exposed to danger once the distance from home to school becomes longer. Al-Homoud and Al-Oun (2009).

## **Child Sport Cohesion**

Children spend time with both their teammates and others, stay in touch during the holidays, and believe that sports teams improve students' skills. To some extent, children trust their teachers and people outside school. However, children do not indulge in many non-sporting activities together, they do not trust each other much, and do they get along with each other. Children have not been taught to compete fairly, so they swear, argue, and fight during sport to win as individuals rather than teams, while putting friendships aside. Winning at any cost is more important than enjoying sport and developing skills, so dominant children tend to be aggressive and bully weaker ones while playing on the field.

## **Psychosocial Support**

Most children are unhappy and depressed and are picked on and bullied by other children. They do not like each other and prefer to be alone. The political, economic, and social conditions that students and their families live in, including social deprivation, psychological coercion, and frustration, are all factors that make students vulnerable to personal disturbances, and render them incompatible personally, socially, and psychologically with their environment. Al-Sarayreh (2009). Children also negatively perceive the role of the student counselor, who is responsible for handing out warnings and punishments; they are not perceived as problem-solvers using psychological methods to resolve student conflict. At the same time, however, many children are considerate and kind, share readily, and help each other.

## **Mental Health Support**

A few children are academically excellent, like the way they look, are satisfied with their life, and are generally happy. Half the children spend time with their families, say that both their family and school care about them, and they like their teachers. Their relationships with PE teachers in schools seem to be better than those with teachers of other subjects. However, most children are poor, do not like each other, and do not exhibit excellent sports skills. There is a significant percentage of poor or extremely poor families, and family fragmentation and

breakdown are common. The social and legal effects of poverty and family break up has a severe impact on the wellbeing and emotions of children.

## Building Peaceful Communities

Most children are aggressive and cannot express their feelings verbally. They find it difficult to apologize for their mistakes and do not treat everyone fairly in conflict. They are not understanding, angry, and unsympathetic to others. According to a study by Alzyoud, Al-Ali and Bin Tareef (2016), Jordanian children from poor, broken, and single parent families are exposed to real violence in their families and environments, and lack the knowledge and skills of communication, interaction, positive thinking, tolerance, and dialogue. The aggressive behavior of children could be attributed to these issues. None of the schools used or knew how to integrate sport to resolve conflict or solve problems, even though they believe that sport could be utilized to handle conflict. This is a weakness in the school system that should be remedied to build positive relationships among their students.

## Project Objectives

**Overall project goal:** Vulnerable children and youth in Jordan experience improved protection outcomes through enhanced social cohesion.

**Overall project Indicator:** Percentage of beneficiary children and youth reporting increased social networks and community support mechanisms

**Outcome 1:** Schools provide a protective learning environmental for students from all backgrounds.

- **Indicator 1:** % of beneficiary students reporting protective and inclusive access to social networks in schools

*Under the **first** Outcome are the following outputs:*

- **Output 1:** Physical education teachers are trained on how to improve social cohesion in schools through RTP Football for Development methodologies
- **Output 2:** Students participate in Sport for Development play-based activities with peers from different backgrounds to promote social cohesion
- **Output 3:** Parents Teachers Associations (PTA's) are informed about their role in promoting social cohesion among youth

**Outcome 2:** Children and youth, especially girls, positively engage with peers from different backgrounds through football for peaceful community coexistence.

- **Indicator 2.1:** % of children and youth reporting peaceful engagement and co-existence with peers from different backgrounds
- **Indicator 2.2:** % of children, youth and parents who indicate to have more tolerance towards other communities

- **Indicator 2.3:** % of children, youth and parents who indicate to have more trust towards other communities

*Under the **second** outcome are the following outputs:*

- **Output 1:** Children and youth, especially girls, have access to safe football pitches
- **Output 2:** Coaches are trained on Sport For development and Social cohesion methodologies to address and prevent violence and discrimination to foster social connections in the community.
- **Output 3:** Children and youth participate in regular football activities that promote social cohesion jointly with peers from different backgrounds.
- **Output 4:** Community influencers are informed about their role in promoting social cohesion among youth

## Baseline Objectives

This baseline study has two primary aims:

1. To establish project starting points and benchmarks (indicators) that will form the basis for developing a strong monitoring and evaluation framework. This will lay a critical foundation for measuring change, understanding the project's contribution to achieving this change, and drawing lessons for future direction and project development.
2. To establish additional baseline data that will allow Right To Play to evaluate the effectiveness and impact of the Sport for Protection toolkit. The initial baseline will be followed by an IMPACT evaluation at the end of the project and thus an evaluation of the toolkit should be built into the overall study.

## Methodology

### Sampling

Calculating the right sample size is crucial to gaining accurate information. This is a standard method for calculation:

1. Sample Size Calculation:

**Sample Size** = (Distribution of 50%) / ((Margin of Error% / Confidence Level Score) Squared)

2. Finite Population Correction:

**True Sample** = (Sample Size X Population) / (Sample Size + Population – 1)

Where:

- The confidence level describes how sure you can be that your results are accurate,
- The margin of error shows the range the survey results would fall between if our confidence level held true.

- A standard survey will usually have a confidence level of 95% and margin of error of 5%.

The study focused on MoE schools and community-based organizations (CBOs) in their vicinity. The sample size and sampling method were used to arrive at results that are most representative of the population under focus. Accurate sampling ensures that the sample is reflective of the beneficiary population in terms of number, inclusiveness, and geographical distribution.

### Questionnaire Samples:

- **Children Questionnaire (50% boys, 50% girls)**
  - Margin of error = 5%. This is the amount of error that can be tolerated.
  - Confidence level = 95%. This the amount of uncertainty that can be tolerated.
  - The population size = 4500
  - The minimum recommended sample size of the survey = 354.

**The actual sample was 554.** This is closer to a confidence level of 99%.
- **Teacher/Coaches Questionnaire: Physical education (PE) teachers (50% women)**
  - Margin of error = 5%. This is the amount of error that can be tolerated.
  - Confidence level = 95%. This the amount of uncertainty that can be tolerated.
  - The population size = 100
  - The minimum recommended sample size of the survey = 80.

**The actual sample was 73.** This is closer to a confidence level of 90%.

Around half of the responses were collected in Amman (246 students, 23 teachers/coaches) because the population is larger than the three other locations.

| Office | Questionnaire Type | Sample size |
|--------|--------------------|-------------|
| Amman  | Children           | 246         |
|        | Leaders            | 23          |
| Zarqa  | Children           | 109         |
|        | Leaders            | 20          |
| Mafrq  | Children           | 101         |
|        | Leaders            | 17          |
| Irbid  | Children           | 98          |
|        | Leaders            | 13          |
| Total  | Children           | 554         |
|        | Leaders            | 73          |

Table 1: Questionnaire Sample

Right To Play selected the schools and CBOs where FGDs and KIIs should be held. The total number of KIIs held is 23, and the total number of FGDs held is 19.

### Key Informant Interviews:]

- School principals: 11
- PE Teachers: 6

- Head of CBO: 6

**Total KIIs: 23**

| Location     | KIIs      | Principal | PE Teacher | Head of CBO |
|--------------|-----------|-----------|------------|-------------|
| Amman        | 6         | 4         | 3          | 2           |
| Zarqa        | 3         | 3         | 2          | 1           |
| Mafrq        | 4         | 2         | 1          | 2           |
| Irbid        | 3         | 2         | 0          | 1           |
| <b>Total</b> | <b>16</b> | <b>11</b> | <b>6</b>   | <b>6</b>    |

*Table 2: KIIs sample size and distribution*

### Focus Group Discussions:

- Male students FGD: 6 (66 participants)
  - Female students FGD: 5 (51 Participants)
  - Teacher/Coaches FGD: 8 (68 Participants)
- Total FGDs: 19 (185 Participants)

| Location | Stakeholder          | FGDs | Participants |
|----------|----------------------|------|--------------|
| Amman    | Male Students        | 2    | 21           |
|          | Female Students      | 2    | 20           |
|          | Teachers             | 1    | 5            |
|          | Coaches              | 2    | 16           |
| Zarqa    | Male Students        | 1    | 10           |
|          | Female Students      | 1    | 10           |
|          | Teachers/Coaches     | 2    | 18           |
| Mafrq    | Male Students        | 2    | 23           |
|          | Female/Male Students | 1    | 10           |
|          | Teachers             | 1    | 12           |
| Irbid    | Male Students        | 1    | 12           |
|          | Female Students      | 1    | 11           |
|          | Teachers/Coaches     | 2    | 17           |
| Total    | Male Students        | 6    | 66           |
|          | Female Students      | 5    | 51           |
|          | Teachers/Coaches     | 8    | 68           |

*Table 3: FGDs sample size and distribution*

## Questionnaire Design

The questionnaire is a translation of concepts and definitions into questions and variables. It was built to conform to the Sport for Protection toolkit which related to social inclusion, social cohesion, and psychological well-being. Accordingly, a situation analysis was conducted to better understand the environments of the youth participants. The objective of the situation analysis was to identify the areas needing intervention and how best to design the project

outcome. The situation analysis identified the participating communities, stakeholders, key problems, and available resources.

While designing the questionnaire questions, Response's previous questionnaires, as well as local and international tools were utilized so as to select the indicators that best fit the program objectives. Accordingly, the questions were selected based on:

1. The Sport for Protection toolkit indicators
2. Vermont Child Health and Behavior Questionnaire
3. The Child RADAR emotional health screening tool
4. The strengths and difficulties questionnaire (SDQ)
5. Building Peaceful Communities

| 6. Section                       | Student Questionnaire Theme                         | Q. #      | Fr - To   |
|----------------------------------|-----------------------------------------------------|-----------|-----------|
| INFORMATION:                     |                                                     |           |           |
|                                  | Location, School, Shift, Gender, Nationality, Grade | 6         |           |
| SECTION 1: DEMOGRAPHIC VARIABLES |                                                     |           |           |
|                                  | Sports                                              | 6         | Q1 – Q6   |
| SECTION 2: SOCIAL INCLUSION      |                                                     |           |           |
|                                  | Social Integration                                  | 6         | Q7 – Q12  |
|                                  | Emotional Inclusion and Belongingness               | 5         | Q13 – Q17 |
|                                  | Participation                                       | 3         | Q18 – Q20 |
|                                  | Motivation                                          | 3         | Q21 – Q23 |
|                                  | Safety                                              | 4         | Q24 – Q27 |
| SECTION 3: CHILD SPORT COHESION  |                                                     |           |           |
|                                  | Cohesion                                            | 10        | Q28 – Q37 |
|                                  | Psychosocial Support: Based on SDQ                  | 11        | Q38 – Q48 |
|                                  | Mental Health Support: Based on Vermont CHBQ        | 4         | Q49 – Q52 |
|                                  | Mental Health: Based on RADAR                       | 6         | Q53 – Q58 |
|                                  | Building Peaceful Communities                       | 10        | Q59 – Q68 |
|                                  | <b>Total Questions</b>                              | <b>68</b> |           |

Table 4: Questionnaire structure

The **leaders questionnaire** was designed using the same themes as the student questionnaire, but with questions modified to accommodate teachers and coaches.

FGD questions were aligned with the questionnaires to enable the collection of qualitative data to support and complement the quantitative data obtained. FGDs were held both at the various schools and a select number of CBOs to reflect the opinions of communities.

| Section                     | Focus Group Discussion Theme | Q # |
|-----------------------------|------------------------------|-----|
| SECTION 2: SOCIAL INCLUSION |                              |     |
|                             | Social integration           | 1   |
|                             | Participation                | 2   |

|                                 |                                              |           |
|---------------------------------|----------------------------------------------|-----------|
|                                 | Motivation                                   | 2         |
|                                 | Safety                                       | 1         |
| SECTION 3: CHILD SPORT COHESION |                                              |           |
|                                 | Cohesion                                     | 4         |
|                                 | Psychosocial Support: Based on SDQ           | 3         |
|                                 | Mental Health Support: Based on Vermont CHBQ | 4         |
|                                 | Building Peaceful Communities                | 4         |
|                                 | <b>Total Questions</b>                       | <b>21</b> |

Table 5: FGD structure

KII questions were also in line with the questionnaires to enable the collection of qualitative data from school principals and PE teachers.

| Section                         | Key Informant Interview Theme      | Q #       |
|---------------------------------|------------------------------------|-----------|
| SECTION 2: SOCIAL INCLUSION     |                                    |           |
|                                 | Social integration                 | 3         |
|                                 | Participation                      | 1         |
|                                 | Motivation                         | 1         |
|                                 | Safety                             | 1         |
| SECTION 3: CHILD SPORT COHESION |                                    |           |
|                                 | Cohesion                           | 4         |
|                                 | Psychosocial Support: Based on SDQ | 6         |
|                                 | Building Peaceful Communities      | 5         |
|                                 | <b>Total Questions</b>             | <b>21</b> |

Table 6: KII structure

## Pretesting

Pretesting survey measurements involves applying testing techniques before the measurements are used in the field in a survey operational stage as the final step in the assessment of the measurement instruments. A pilot test was conducted for the survey employing a FGD, a KII, and questionnaire. Based on the feedback received in this pilot and the observations made by the consultant and the RTP team, adjustments were made to the order of the questions, wording, and scale.

## Data Collection

For this baseline study, a combination of qualitative and quantitative research methods was used in order to ensure the study was comprehensive and complete, including survey questionnaires, FGDs, and KIIs. Questionnaires were used to collect data from a random sample of students and teachers, while FGDs and KIIs were conducted with different types of stakeholders including teachers, coaches, and students. The survey is structured in three main sections: demographics, social inclusion, and child sport cohesion. The data was collected from Amman, Zarqa, Mafraq, and Irbid, over a period of four weeks at the schools and local CBOs selected by RTP.

**Quantitative data collection methods** use mathematical calculations in various formats. Such methods are based on questionnaires with carefully constructed closed-ended questions, methods of correlation and regression, mean, mode and median and others. The questionnaire sections, questions, and phrasing used for the baseline were based on the project objectives and Sport for Protection toolkit. The original English version of the questionnaire was translated into Arabic to facilitate data collection. To ensure that a high percentage of the sample responded to the survey, enumerators oversaw respondents individually, explaining the requirements, responding to their questions, and ensuring that they answered all the questions. Additional explanation of the context of each question was given to students to ensure that differences related to nationalities and backgrounds were covered.

| No | Partner Schools: Questionnaires and FGDs  | Location |
|----|-------------------------------------------|----------|
| 1  | Abu Alanda secondary School               | Amman    |
| 2  | Tla'a Al Ali's Girls High School          | Amman    |
| 3  | Khawla Bint Al Azwar School               | Amman    |
| 4  | Talha Bin Obaidallah Elementary School    | Amman    |
| 5  | Um Qusair School                          | Amman    |
| 6  | Zaid Bin Haritha Elementary School        | Amman    |
| 7  | Abu Obaidah Elementary Boys School        | Mafrq    |
| 8  | Al Hassan Bin Al Haytham Secondary School | Mafrq    |
| 9  | Hay AlOlimat Elementary Co-ed School      | Mafrq    |
| 10 | Fatmia Al zahraa Elementary School        | Zarqa    |
| 11 | Janaa Elementary School                   | Zarqa    |
| 12 | Jumana Bint Abi Taleb School              | Zarqa    |
| 13 | AlBahriniah Secondary School              | Irbid    |
| 14 | Jumana Secondary School                   | Irbid    |
| 15 | Mo'ath Bin Jabal Elementary School        | Irbid    |

Table 7: Partner schools list

**Qualitative data collection methods** aim to ensure a greater depth of understanding and are closely associated with words, sounds, feelings, emotions, and other non-quantifiable elements. Researchers held FGDs with participants in different locations. The FGDs were conducted as open forums to entice debate in line with project indicators. The duration of each FDG meeting was about an hour, and researchers employed note taking to document the sessions. Three different FGDs were conducted: one for female students, one for male students, and one for teachers/coaches. KIIs were also held with a select sample of the beneficiaries. The duration of each KII was about one hour, and researchers documented events by taking notes of the interview. The KIIs were held with school principals, PE teachers, and CBO heads selected by RTP.

| No | Partner CBOs: KIIs – CBO Heads | Location |
|----|--------------------------------|----------|
| 1  | Jabal Al Marreekh Youth Center | Amman    |
| 2  | Women's Program Center         | Amman    |

|   |                                     |       |
|---|-------------------------------------|-------|
| 3 | Amtar Al Rahmah Association         | Mafrq |
| 4 | Chechen Charity Organization        | Zarqa |
| 5 | Martyr Rashed Al Zyoud Association  | Zarqa |
| 6 | Nsa'em Al Janah Charity Association | Irbid |

Table 8: Partner CBOs participating in KIs

| No | Schools: KIs – Principals and PE Teachers | Location |
|----|-------------------------------------------|----------|
| 1  | Abu Alanda Secondary School               | Amman    |
| 2  | Tla'a Al Ali's Girls High School          | Amman    |
| 3  | Talha Bin Obaidallah Elementary School    | Amman    |
| 4  | Zaid Bin Haritha Elementary school        | Amman    |
| 5  | Al Hassan Bin Al Haytham Secondary School | Mafrq    |
| 6  | Hay Alolimat Elementary Co-ed School      | Mafrq    |
| 7  | Fatmia Al Zahraa Elementary School        | Zarqa    |
| 8  | Janaa Elementary School                   | Zarqa    |
| 9  | AlBahrinah Secondary School               | Irbid    |
| 10 | AlHalhouli School                         | Irbid    |

Table 9: Schools participating in KIs

## Limitations

- PE teachers were not available for interviews in some schools
- The unstable weather resulted in some rescheduling of data collection
- During the teachers' strike which took place in Jordan in September of 2019, morning and evening periods were different. While students in the morning shift had classes in session at the time of data collection, Syrian students in the evening shift were taking their final exams.

## Analysis

**Data cleansing** is the process of detecting, diagnosing, and correcting (or editing) corrupt, inaccurate, or faulty data from a table, or database. In such studies it is important to have reliable data available before the evaluations can take place. All datasets were screened to dismiss records with missing values. Wrong codes were corrected, and outliers were identified and taken out of the analysis.

**Data Analysis** involves scrutinizing data to obtain useful information. The data analyzed is the result of different qualitative and quantitative data collection methods including survey questionnaires, FGD, and KIs. Analytical software was used to assist with analysis of data, including Microsoft Excel, Microsoft Access, IBM SPSS, and Oracle BI.

To simplify the use nationality in the analysis the number of nationalities has been reduced to three by grouping all non-Jordanian and non-Syrian nationalities into one category, 'other',

which includes Palestinians, Egyptians, Iraqis, Yeminis, and Lithuanians. Furthermore, another group was created covering the age of students and grades so that analysis will use age groups rather than grades. These four age groups are under 10, 10 – 12, 13 – 14, and 15 – 16.

**Indicators:** Project indicators were calculated based on the quantitative data collected from the sample of 554 children in four locations. Each indicator value is calculated from a set of related questionnaire questions. With the answers to the set of questions obtained, the mean for each survey answer was calculated.

| Indicator                                                                                                                                                           | Q id       | Question                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------|
| <b>1000.1</b> % of beneficiary children and youth (disaggregated by background and gender) reporting increased social networks and community support mechanisms     | <b>Q1</b>  | I feel accepted by my friends                                                                      |
|                                                                                                                                                                     | <b>Q2</b>  | I go out socially with friends                                                                     |
|                                                                                                                                                                     | <b>Q3</b>  | I have friends at school                                                                           |
|                                                                                                                                                                     | <b>Q4</b>  | I have friends outside school                                                                      |
|                                                                                                                                                                     | <b>Q5</b>  | I feel I belong in my class at school                                                              |
|                                                                                                                                                                     | <b>Q12</b> | <b>I prefer doing schoolwork on my own, not in a group</b>                                         |
|                                                                                                                                                                     | <b>Q13</b> | I like doing activities that involve lots of children                                              |
|                                                                                                                                                                     | <b>Q17</b> | My family rewards me for achievement                                                               |
|                                                                                                                                                                     | <b>Q25</b> | I like to spend time with my teammates                                                             |
|                                                                                                                                                                     | <b>Q26</b> | <b>I do not get along with my teammates</b>                                                        |
|                                                                                                                                                                     | <b>Q27</b> | I keep contact with my teammates when the semester ends                                            |
|                                                                                                                                                                     | <b>Q28</b> | We do activities together outside of our sport                                                     |
| <b>1120.1</b> % of beneficiary students (disaggregated by background and gender) reporting protective and inclusive access to social networks in schools            | <b>Q7</b>  | It is important for me to have friends                                                             |
|                                                                                                                                                                     | <b>Q8</b>  | <b>I feel left out of things at school</b>                                                         |
|                                                                                                                                                                     | <b>Q9</b>  | Other children are pleased for me to join their games                                              |
|                                                                                                                                                                     | <b>Q11</b> | I get along well with children in my class                                                         |
|                                                                                                                                                                     | <b>Q15</b> | I like going to my school                                                                          |
|                                                                                                                                                                     | <b>Q16</b> | I like to see my school friends outside school.                                                    |
| <b>1220.1</b> % of children and youth (disaggregated by background and gender) reporting peaceful engagement and co-existence with peers from different backgrounds | <b>Q22</b> | I invite my teammates to do things with me                                                         |
|                                                                                                                                                                     | <b>Q23</b> | Some of my best friends are on this team                                                           |
|                                                                                                                                                                     | <b>Q24</b> | My team gives me the chance to improve my skills.                                                  |
|                                                                                                                                                                     | <b>Q32</b> | I'm considerate of other people's feelings                                                         |
|                                                                                                                                                                     | <b>Q33</b> | I Share readily with other children, for example toys, treats...                                   |
|                                                                                                                                                                     | <b>Q34</b> | I'm Helpful if someone is hurt, upset or feeling ill                                               |
|                                                                                                                                                                     | <b>Q38</b> | I volunteer to help others (parents, teachers, other children.)                                    |
|                                                                                                                                                                     | <b>Q39</b> | I'm liked by other children                                                                        |
|                                                                                                                                                                     | <b>Q40</b> | <b>I prefer to stay alone</b>                                                                      |
| <b>1220.2</b> % of children, youth and parents who indicate to have more tolerance towards other communities                                                        | <b>Q55</b> | When conflict arises, I'm being fair to kids of all backgrounds                                    |
|                                                                                                                                                                     | <b>Q57</b> | When someone is upset with me, I try to find out why                                               |
|                                                                                                                                                                     | <b>Q59</b> | When I disagree with someone, I talk about how I feel and listen to them talk about how they feel. |

|                                                                                                                            |            |                                                                                |
|----------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------|
|                                                                                                                            | <b>Q60</b> | If I'm angry with someone, I try to stay calm when we're talking.              |
| <b>1220.3</b> % of children, youth and parents who indicate to have more trust towards other communities                   | <b>Q29</b> | I trust my teammates                                                           |
|                                                                                                                            | <b>Q30</b> | I trust my teachers                                                            |
|                                                                                                                            | <b>Q31</b> | I trust People outside my school (Parents, Relatives, Government officials...) |
| <b>1221.1</b> % of children and youth (disaggregated by background and gender) reporting access to safe football pitches   | <b>Q18</b> | In this school I feel safe                                                     |
|                                                                                                                            | <b>Q19</b> | The playground I play in is safe                                               |
| <b>1230.1</b> # of children and youth that report using peaceful solutions to solve problems with other children and youth | <b>Q53</b> | I apologize for my mistakes                                                    |
|                                                                                                                            | <b>Q55</b> | When conflict arises, I'm being fair to kids of all backgrounds                |
|                                                                                                                            | <b>Q61</b> | <b>I try to win every argument, even if I lose friends over it.</b>            |
|                                                                                                                            | <b>Q62</b> | <b>When I'm mad at a friend, I avoid talking to him or her.</b>                |
| 1230.2 % Incidence of peer to peer violence                                                                                | <b>Q35</b> | I fight with other children or bully them                                      |
|                                                                                                                            | <b>Q37</b> | <b>I'm Picked on or bullied by other children</b>                              |
| <b>1240.1</b> #/% of children that demonstrate life skills                                                                 | <b>Q48</b> | My skills in sports                                                            |
|                                                                                                                            | <b>Q50</b> | My academic achievements are                                                   |
|                                                                                                                            | <b>Q54</b> | I can express my feelings using statements                                     |
|                                                                                                                            | <b>Q56</b> | In an argument, I try to understand the other's point of view.                 |
|                                                                                                                            | <b>Q58</b> | If two friends are arguing, I try to understand both sides.                    |

## Analysis Results

**Sections:** The baseline survey is structured in three main sections 1- Demographics, 2- Social Inclusion, and 3- Child Sport Cohesion. Section 2 is subdivided into Emotional Inclusion and Belongingness, Participation, Motivation, Safety. Section 3 is subdivided into Psychosocial support (based on SDQ), Mental Health Support (based on Vermont Child Health and Behavior), Mental Health (based on RADAR), and Building Peaceful Communities (based on RTP Global Indicators).

**Likert scale:** For Sections 2 and 3 where the responses on the Likert scale are Strongly Agree, Agree, Disagree, and Strongly Disagree, only the Strongly Agree values were used to offset any possible untruths and reservations of the students. Otherwise, adding Strongly Agree and Agree to arrive at the combined positive answers would in many cases result in very high numbers (+95%) above the targets of the project.

**Nationality:** Nationality was not used in most of the analysis because Jordanian students make up 63% of the sample, while Syrians account for 25% and the remaining nationalities account for 12%.

**Location:** No comparisons were made between locations because twice as many students in the sample lived in Amman (44.4%) compared to each of the other locations (Zarqa, 19.7%, Mafraq, 18.2%, and Irbid, 17.7%).

**Age groups:** As most of the students in the sample (85%) were between the ages of 13 and 14 and the ages of 15 and 16, age groups have only selectively been used for analysis.

**Leaders:** From the baseline leaders sample N=74, 75.3% were coaches amounting to three times as many as teachers, at 24.7%. Therefore, leaders have only selectively been used in the analysis.

**Negative questions:** Responses to negative questions have been flipped to positive to align with all other responses so that “Strongly Disagree” has become “Strongly Agree”. The actual negative question text has been reworded to the opposite, for example, “I feel left out of things at school” has been changed to “I do not feel left out of things at school”.

## Demographics

### 1. Gender and Location

**Students:** In the baseline student sample N=554, 53.4% of respondents were females and 46.6% were males, selected from four locations in the center and north of Jordan with Amman having the largest number of respondents at 44.4%, and the remaining three locations with almost equal numbers – Irbid at 17.7%, Mafraq at 18.2%, and Zarqa at 19.7%. The ratio of males to females at every location was almost equal (approx. 50%/50%).

**Leaders:** From the baseline leaders sample N=74, 75.3% were coaches and 24.7% were teachers, selected from four locations with Amman having the largest number of respondents at 31.5%, follow by Zarqa at 27.4%, Mafraq at 23.3%, and Irbid at 17.8%. Of those leaders, 43.8% were females and 56.2% were males.

### 2. Age distribution

Most of the student respondents (269) from the sample (N=554) were between the ages of 13 and 14 (48.6%). The second largest group (202) are between the ages of 15 and 16 (36.5%). The remaining 14.3% are between the ages of 10 and 12. The youngest age group of less than 10 years make up less than 1%. Therefore, most of the sample was composed of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders.

### 3. Nationality

**Students:** The total student sample N=554 is split into three groups where Jordanians (62.8%) are the largest, Syrians the second largest (24.7%), and all Others including Palestinians, Egyptians, Iraqis, Yemenis, and Lithuanians making up only 12.5%. Jordanian and Syrian respondents were divided almost equally between males and females.

**Leaders:** Of the total leader sample N=73, 72 were Jordanians, none were Syrians, and only 1 belonged to another nationality.

### 4. Household

Out of the total student sample N=554, 90.6% said they lived with both their parents. 48% of these were females and 52% were males. Only 9.4% of the students lived with one of their parents or a close relative. Out of these, the females (67.3%) were twice as many as the males (32.7%).

## 5. Shifts

**Students:** Out of the total student sample of 554, 86% attend the morning shift and only 14% attend the evening shift. Morning shift students are split according to nationality as follows: Jordanians 72%, Syrians 13.5%, and others 14%. Evening shift students are split according to nationality as follows: Jordanians 6.5%, Syrians 93.5%, and none from other nationalities.

**Leaders:** 74% of leaders sampled work the morning shift and only 26% work the evening shift. 25% of leaders were teachers 75% were coaches.

## 6. Sports

Most students (86.6%) are not members of sports clubs. Of the 13.4% with club membership, the majority (83.8%) are Jordanians, split 60% males and 40% females.

Regarding weekly student participation in sports, none of the leaders said their students did not participate in sports at all, 17.8% of leaders said their students participated once a week, 43.8% said twice a week, and 38.4% said three times or more a week. However, 70 of the students said they did not participate in sports at all, 20.8% of the students only participated once a week, 30.1% participated twice a week, and 36.5% said they participated three times or more a week.

As for the students' preference between individual and team sports, 60.3% of the leaders said the students preferred team sports, while 35.6% said they liked both, and only 4.1% said the students preferred individual sports. The students were in total agreement with their teachers and coaches regarding individual and team sports: 60.3% of the students preferred team sports, while 35.0% liked both, and only 4.7% preferred individual sports.

Most leaders (52.1%) said their students preferred outdoor sports, while 42.5% said the students liked both indoor and outdoor sports, and only 5.5% of leaders said students liked indoor sports. On the other hand, 48.7% of students preferred outdoor sports, while 31.9% liked both indoor and outdoor sports, and a much larger number (19.3%) preferred indoor sports. 77.6% of indoor sports fans were females.

When asked about the type of sports students play, 89% of leaders said students play football, while only 11% of leaders said students play basketball and other sports. Responses of female students resulted in variations between the feedback of leaders and their students. Only 66.2% of students play football, 11.0% of students play basketball (86.9% are females), and 22.7% play other sports where females make up 74.6% of this group.

## Social integration, Emotional Inclusion and Belongingness

### Questionnaires Q1- Q6: Social Integration

## Summary:

- Most students have friends at school
- Most of them do not socialize with friends
- More than half the students feel accepted by friends
- Half students have friends outside school and belong to their class at school
- Most leaders disagree with the students

**Q1:** 66.6% of students feel accepted by friends while only 28.8% of leaders said that students accept each other. Student opinions are split almost equally between males (47%) and females (53%).

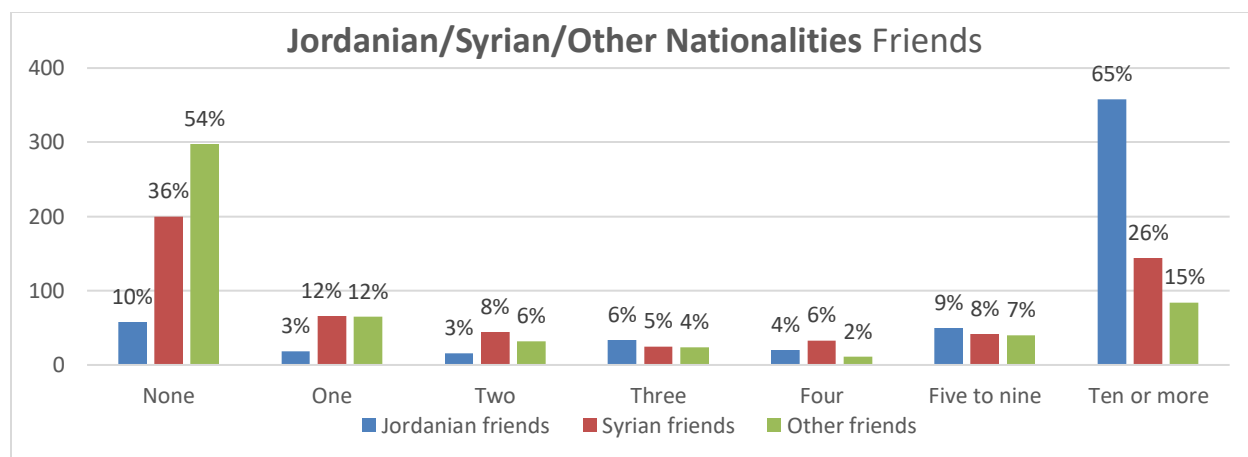
**Q2:** 34.3% of students go out socially with their friends while only 19.2% of leaders agree. Student opinions are split equally between males and females.

**Q3:** 71.3% of students and 42.5% of leaders said that students have friends at school. Across gender lines, student views are split evenly between males (46%) and females (54%).

**Q4:** Almost half (48.4%) of the student sample said they have friends outside school, and this group of students is divided equally between males and females. Only 37% out of the total leader sample (73) reported that their students have friends outside school.

**Q5:** 51.4% of students and 38.4% of leaders said students feel that they belong in their class at school, and this view is held equally between male and female students.

**Q6: How many friends do you have who are Jordanian/Syrian/Other?** Jordanian students make more friends with other Jordanian students. Syrian students make more friends with Syrian and Jordanian students. Students from other nationalities make more friends with Jordanian students. Many students do not have any friends from Syria and other nationalities.



- 1. Jordanian?** 64.6% of the whole student sample of 554 said that they have 10 or more friends who are Jordanian. Out of those, 76% were Jordanians, 15% were Syrian, and 9% belonged to other nationalities. Half were males and half were female students. 48% were 13-14 years of age, while 42% were from the 15-16 age group. Students who do not have any Jordanian friends are only 15%.

Furthermore, 60% of leaders said that their students had 10 or more friends who are Jordanian. 77% of those leaders were coaches, and 64% were males.

| Nationality  | Jordanian |       |       | Syrian |       |      | Other |       |      | Total |       |
|--------------|-----------|-------|-------|--------|-------|------|-------|-------|------|-------|-------|
| Friends      | N         | R %   | T %   | N      | R %   | T %  | N     | R %   | T %  | N     | T %   |
| None         | 18        | 31.0% | 3.2%  | 36     | 62.1% | 6.5% | 4     | 6.9%  | .7%  | 58    | 10.5% |
| One          | 3         | 16.7% | .5%   | 8      | 44.4% | 1.4% | 7     | 38.9% | 1.3% | 18    | 3.2%  |
| Two          | 4         | 25.0% | .7%   | 10     | 62.5% | 1.8% | 2     | 12.5% | .4%  | 16    | 2.9%  |
| Three        | 14        | 41.2% | 2.5%  | 9      | 26.5% | 1.6% | 11    | 32.4% | 2.0% | 34    | 6.1%  |
| Four         | 12        | 60.0% | 2.2%  | 2      | 10.0% | .4%  | 6     | 30.0% | 1.1% | 20    | 3.6%  |
| Five to nine | 24        | 48.0% | 4.3%  | 18     | 36.0% | 3.2% | 8     | 16.0% | 1.4% | 50    | 9.0%  |
| Ten or more  | 273       | 76.3% | 49.3% | 54     | 15.1% | 9.7% | 31    | 8.7%  | 5.6% | 358   | 64.6% |

2. **Syrian?** Only 26% of the students said that they have 10 or more friends who are Syrian. Out of those, 41% were Jordanians, 56% were Syrian, and 3% belonged to other nationalities. 55% were males and 45% were female students. 62% were 13-14 years of age, while 32% were from the 15-16 age group. Students who do not have any Syrian friends amounted to 36%.

As for the leaders, only 30% said that their students had 10 or more friends who are Syrian. 82% of those leaders were coaches, and 77% were males.

| Nationality  | Jordanian |       |       | Syrian |       |       | Other |       |      | Total |       |
|--------------|-----------|-------|-------|--------|-------|-------|-------|-------|------|-------|-------|
| Friends      | N         | R %   | T %   | N      | R %   | T %   | N     | R %   | T %  | N     | T %   |
| None         | 143       | 71.5% | 25.8% | 25     | 12.5% | 4.5%  | 32    | 16.0% | 5.8% | 200   | 36.1% |
| One          | 54        | 81.8% | 9.7%  | 2      | 3.0%  | 0.4%  | 10    | 15.2% | 1.8% | 66    | 11.9% |
| Two          | 28        | 63.6% | 5.1%  | 7      | 15.9% | 1.3%  | 9     | 20.5% | 1.6% | 44    | 7.9%  |
| Three        | 16        | 64.0% | 2.9%  | 6      | 24.0% | 1.1%  | 3     | 12.0% | 0.5% | 25    | 4.5%  |
| Four         | 22        | 66.7% | 4.0%  | 8      | 24.2% | 1.4%  | 3     | 9.1%  | 0.5% | 33    | 6.0%  |
| Five to nine | 26        | 61.9% | 4.7%  | 8      | 19.0% | 1.4%  | 8     | 19.0% | 1.4% | 42    | 7.6%  |
| Ten or more  | 59        | 41.0% | 10.6% | 81     | 56.3% | 14.6% | 4     | 2.8%  | 0.7% | 144   | 26.0% |

3. **Other?** Only 15% of the students said that they have 10 or more friends who are from other nationalities. Out of those, 61% were Jordanians, 22% were Syrian, and 17% belonged to other nationalities. 52% were males and 47% were female students. Students who do not have any friends from other nationalities amounted to 54%.

As for the leaders, only 23% said that their students had 10 or more friends who are from other nationalities.

| Nationality | Jordanian | Syrian | Other | Total |
|-------------|-----------|--------|-------|-------|
|-------------|-----------|--------|-------|-------|

| Friends      | N   | R %   | T %   | N  | R %   | T %   | N  | R %   | T %  | N   | T %   |
|--------------|-----|-------|-------|----|-------|-------|----|-------|------|-----|-------|
| None         | 183 | 61.4% | 33.0% | 89 | 29.9% | 16.1% | 26 | 8.7%  | 4.7% | 298 | 53.8% |
| One          | 39  | 60.0% | 7.0%  | 16 | 24.6% | 2.9%  | 10 | 15.4% | 1.8% | 65  | 11.7% |
| Two          | 24  | 75.0% | 4.3%  | 5  | 15.6% | 0.9%  | 3  | 9.4%  | .5%  | 32  | 5.8%  |
| Three        | 19  | 79.2% | 3.4%  | 4  | 16.7% | 0.7%  | 1  | 4.2%  | 0.2% | 24  | 4.3%  |
| Four         | 7   | 63.6% | 1.3%  | 0  | 0.0%  | .0%   | 4  | 36.4% | 0.7% | 11  | 2.0%  |
| Five to nine | 25  | 62.5% | 4.5%  | 4  | 10.0% | 0.7%  | 11 | 27.5% | 2.0% | 40  | 7.2%  |
| Ten or more  | 51  | 60.7% | 9.2%  | 19 | 22.6% | 3.4%  | 14 | 16.7% | 2.5% | 84  | 15.2% |

Naturally, students from all nationalities make better friendships with students of their own nationality. Jordanian students make up two thirds of the sample, and it is unsurprising that they will have more friends than other students. Nevertheless, Jordanian students seem to integrate and mix well with students of other nationalities when they are given the opportunity, and that is why only a few children have no Jordanian friends at all.

The two-shift school system adopted by the MoE to cope with the influx of Syrian refugees has a major impact on friendships and integration between nationalities. Morning shift students are split according to nationality as follows: Jordanians 72%, Syrians 13.5%, and others 14%. Evening shift students are split according to nationality as follows: Jordanians 6.5%, Syrians 93.5%, and none from other nationalities. Hence, most Syrian students study in evening shifts with no integration whatsoever, while Jordanian students attend the morning shift. Although students in both shifts share the same premises and resources, there have been no reported efforts from MoE authorities and teachers to conduct any kind of shared activities. In fact, students in the morning shifts enjoy more extracurricular activities than their peers in the evening shift. For example, while all schools hold football tournaments in the morning shift, Syrian students of the evening shift are not permitted to participate as they belong to a different system and different administration. This situation significantly affects social integration and social cohesion among students who live in the same community but belong to two disconnected school systems, and reduces the opportunities for Syrian students to interact, socialize, and make friendships with Jordanian students and students of other nationalities. One third of the students did not have any Syrian friends, and as most of these are Jordanian, it means that more needs to be done to improve integration between the two nationalities.

## Questionnaires Q7- Q11: Emotional inclusion and belongingness

Summary:

- Most students see the importance of having friends
- Most students are not welcoming when new students come to share in their games
- Only half the students get along well with others in their class
- Half of the students were happy to stay at school

- Most students feel left out of things at school

**Q7:** 67.7% of students feel it is important for them to have friends while a similar number (61.6%) of leaders agree that it is important for students to have friends. Both males (49%) and females (51%) feel it is equally important to have friends.

**Q8:** 29% of students do not feel left out of things at school while only three leaders said that students do not feel left out of things at school. These student views are split equally between males and females.

**Q9:** 43% of students said they are pleased for new children to participate in their games, and this view is similarly held between male (45%) and female (55%) students. Only 37% of leaders said that students feel other children are pleased when they join their games.

**Q10:** 52.7% of students said they would feel sad if they had to leave their school, and 38.4% of leaders agree. Student views are similar between males (46%) and females (54%).

**Q11:** Almost half (49.6%) of the student sample of 554 said they get along well with others in their class, and this group of students is divided equally between males (51%) and females (49%). Only 26% out of the total leader sample of 73 reported that their students get along well with others in their class.

## FGDs and KIs

### **Q1: Describe the social integration of students in your school: Do students make friendships?**

Participants of child FGDs stated that students of different nationalities, including Jordanians, Syrians, Palestinian, Iraqis, and Egyptians share the same classrooms, study together, play together, and make friendships. Overall, this suggests that social integration is very healthy. In most cases, any inter-student discrimination reflects their parents' non-tolerance of others which influences the thoughts and actions of their children.

Elementary school students do not discriminate against students of other nationalities. In fact, they do not care, do not know, and perhaps do not understand the concept of discrimination. Students in higher grades regard students of other nationalities as classmates and friends because they have been together for many years. Egyptian students, both boys and girls, have been integrated so well that they speak with a Jordanian accent. Syrians, however, seem to maintain their accent even after living in Jordan for many years.

In the Khaldya FGD, in Mafraq a group of male and female youth from Jordan, Syria, and Iraq all said that they have a very good relationship, and non-Jordanians seem to be very well integrated in the community. Among this group, two Syrian females said that they like living in Khaldya because it is an integrated community where people know each other and share each other's joys and sorrows.

Jordanians of Palestinian origin who have lived in the camps their entire life participated in FGDs held in the two Palestinian refugee camps. They said that camp residents are sympathetic to refugees because the parents and grandparents of these camp residents were

also refugees. Therefore, they say when the Syrians first came to the camp everyone was happy to offer assistance, refuge, and furniture.

Participants of these child FGDs reveal that colored families who reside in Azmi Almufti camp complain about racial discrimination against them because of their skin color.

CBO FGDs show that social integration among youth in the communities seems to be very healthy, be this in major cities (Amman, Irbid, and Zarqa), in remote areas (Khaldya, Mafraq and Hashimya, Zarqa), or in refugee camps (Azmi Almufti and Baqaa camps).

CBO managers participating in the FGDs indicated that they worked hard on integrating all members of the community from various backgrounds through common activities, group iftars in Ramadan, and field trips. All these activities helped create closer bonds within the community. CBOs encourage participation of all nationalities in their programs, except when the donors specifically restrict them to a specific nationality.

## **Q2: Do Students feel they belong to their school?**

Child FGD participants at schools noted that girls have a higher sense of belonging to their schools compared to boys. Girls perceive school as a space where they can meet their classmates, socialize with them, and conduct themselves freely among their friends. This could be attributed to the fact that most girls do not get the opportunity to meet and socialize outside school like boys. Therefore, they take advantage of the protected school environment to communicate and do activities. It is worth mentioning that girls' schools have better environments and facilities than boys' schools, and they tend to be better organized, quieter, cleaner, and more disciplined than boys' schools.

Boys, however, do not have the same degree of belonging to their schools. Their priority at school is to play football more than attend classes. Their best friends are those who play sport with them.

Several school principals participating in KIIs said that social integration in their schools is excellent, and that boys and girls of different backgrounds and nationalities like the school and get on very well. Most of the students have known each other for a long time and many of them represent the school in different sport leagues and tournaments.

The interviewed principals said that at the beginning of the Syria crisis, new arrivals of refugees had difficulties integrating in the community, and youth were both hostile and isolated. Today Syrian youth who were either born in Jordan or have lived in the country for eight or nine years consider Jordan their home. The principals and teachers indicated that they do not differentiate or discriminate against any student no matter what their nationality is.

Interviewed principals also said that students from different nationalities have a sense of belonging to their school and so they protect its assets and facilities. Some principals indicated that they added many activities which the students like and enjoy, and that these activities enhanced students' behavior and sense of belongingness.

### Q3: Do youth belong to their community?

Participants in the CBO FGDs indicated that when the Syrians first came to Jordan, they isolated themselves from others especially Syrian children at school. The local communities witnessed that all the local and international support was directed towards the Syrians while there were poor and needy Jordanians who should receive assistance as well. As time went by, the number of Syrians decreased significantly, and social relationships became better and stronger. Children of all nationalities grew up together and made many friendships. Now it seems that everyone from every nationality has a strong sense of belonging to the mixed community they live in. Syrian youth expressed that they feel safe and welcome in Jordan.

### Q4: Do students drop out of school? Provide an approximate number for last year?

The overall perception from the CBO FGDs was that male students in these communities do not like school. In Azmi Almufti camp the participants indicated that most boys drop out of school at the age 15 or 16 and go to work. A participant said he dropped out of school when he was 15. Now he owns a small coffee place near his school, and he sees students like himself skip classes and drop out. He expressed regret for his decision and so he tries to advise students not to drop out, but they do not seem to know what is best for them. Overall, the youth in the communities indicated that now after having dropped out of school and having faced the hardship of earning little money as laborers or being unemployed, they realized the value of school and the importance of getting an education - plus the good times they had spent there with their friends.

However, participants said that females are more attached to their schools, they do not like dropping out and they try their best to be academic achievers. A small percentage of girls drop out of school mostly because they marry before the age of 18.

Based on the KIs held at the schools, none of the principals indicated that they have a dropout problem, and that dropout rates are very low. For example, the dropout statistics in Jannaa School, Zarqa, indicate that there were only 11 students who dropped out of a total of 1200 students in the school. School principals said that Jordanian students usually do not drop out of school, however, many Syrian students do.

The school principals indicated that reasons for dropping out differ from boys' to girls' schools. In boys' schools, students in the lower grades do not usually drop out, yet it is a problem in secondary schools, especially vocational schools. The main reasons for children dropping out or skipping classes are the financial and educational statuses of their families, whose priority is to have their children work in their shops rather than getting an education. In Jannaa, the community is very poor and sometimes children leave school to work and support their families, especially if the father is deceased or disabled. In a few schools with Egyptian students, the principal and the students indicated that Egyptian students in many cases skip classes to help their parents in their shops and work.

Girls' school principals said that there are two main reasons for girls dropping out. The first is poor academic achievement, and the second is early marriage. Many girls, especially Syrians, marry at an early age such as 16 and 17, so they drop out of the school.

Children dropping out of school seems to be an issue concerning the families and not the students. Poorer families seem to place more importance on their male children leaving school to work to improve the income of the family than the future and welfare of their children. Therefore, it is important to help such families better appreciate the value of schooling their children over short-term economic gains. Impacted children are mostly poor academic achievers who need to be encouraged by their families to enter vocational training rather than leave school unqualified so that they can secure a better future for themselves.

## Participation

### Questionnaires Q12 - Q14:

#### Summary:

- Participation is not popular with the students
- They do not like doing schoolwork together
- They do not like doing activities together
- They are not particularly enthusiastic about participation in class
- These student views are split equally between males and females

**Q12:** Only a small number of students (21.7%) seem to prefer doing schoolwork in groups and not on their own, and even a smaller number of leaders (16.4%) have a similar viewpoint about their students.

**Q13:** Students and leaders are almost in agreement regarding group activities. The number of students who like doing activities that involve many children is small (37%), and the number of leaders who agreed with the students is also modest (32.9%).

**Q14:** When it comes to student participation in class 53.8% said they like to participate, and 46.6% of leaders agreed with their students.

### FGDs and KIIs:

#### Q1: What student activities take place in school, both in class and outside the class?

Child FGDs noted that the most popular and common sport in schools is football, and there are few indoor activities. In some schools like "Khaldya", field and power sports seem to be important and popular among youth. Only two schools have access to indoor playgrounds, one in Rusaifa and another in Amman, and two schools had beach volleyball playgrounds. All other schools rely on outdoor playgrounds in the school. This restricts sports activities to a minimum.

FGD students complained about schools undervaluing the PE class by substituting it with other academic subjects. Most schools did not have a dedicated PE room as most of the PE rooms were converted to academic classes due to the overwhelming number of students.

FGD students also stated that physical fitness activities are common, in line with the King Abdullah Award for physical activities which mandates that PE teachers organize physical activities at the school and district levels. A few schools indicated that they practice other sports such as volleyball and hand ball.

Participants in the CBO FGDs confirmed that football is the most common sports activity in the Jordanian communities. A coach in a local sports club indicated that children and youth of different nationalities including Jordanians, Palestinians, and Syrians practice and play football together in the club without regard for nationality. Females indicated that they are more interested in field and power sports and many of them practiced at school. However, there are no clubs or sport associations for women in the communities except for Amman. Some girls were high achievers at the national level, but social norms and local culture restrict them from pursuing a sports career.

School principals participating in KIs indicated that they conduct different kinds of activities including lectures, games, and tournaments, although students complained about lack of activities and sports in the school

## **Q2: Are there any sport tournaments in school or at the district level?**

Child FGDs reported that there are football tournaments for both girls and boys in most schools. Students who are good at other sports like handball and volleyball are selected by their PE teachers to compete in tournaments at the district and the national levels. Males in all the communities continue to organize or search for football tournaments to participate in.

According to CBO FGD participants, not all communities have sport tournaments so sometimes they search outside their communities to find other teams to compete against. Females have no tournaments outside the school system.

Schools principals participating in the KIs indicated that most schools have is a well-organized football tournament, and a few schools have handball and/or volleyball tournament as well.

## **Motivation**

### **Questionnaires Q15 - Q17:**

#### **Summary:**

- Half the students like going to school
- Less than half the students meet school friends outside school
- Many students get rewarded for achievement by their family and school
- Student views are split equally between males and females

**Q15:** 51.6% of students said they like going to school, while only 32.9% of their leaders agreed.

**Q16:** Students and leaders are almost in agreement regarding friendships outside school. 44.4% of students said they like to see their school friends outside school, and 42.5% of leaders were of the same viewpoint.

**Q17:** 62.1% of students reported that they are rewarded for achievement by their family, not the school. 45.2% of leaders said we reward our students for achievement implying the school.

### **FGDs and KIs:**

#### **Q1: Do students in your school like coming and spending time here?**

Child FGD participants noted that students like coming to school and spending time there because they meet each other and play together. They do not like long vacations because there are no organized activities that they can join, so they feel bored. However, the overall perception of CBO FGD participants was that male students do not like school.

#### **Q2: Does the school provide any incentives or reward programs for students?**

Child FGD participants stated that there is an obvious lack of incentives and reward programs in the schools and at the community level. The common reward mechanism is recognizing student achievements at the school's morning assembly. The major incentive for students to practice sport is self-satisfaction and perhaps enhancing their chances of getting into a good university. Students like playing sport, especially football, and they like to compete and win regardless of rewards.

In Khaldya, some of the young men participating in the CBO FGDs indicated that they were national champions at running and physical activities when they were at school. Now after finishing school nobody cares for or about them, and if they want to continue playing, they will have to go to a private gym and pay from their own money.

In Zarqa, CBO FGD participants from the Chechenia Association indicated that Chechen youth like self-defense and martial arts, but they have no incentive programs and there is no authority which takes care of them. CBO FGDs at Azmi Almufti refugee camp noted that some of the camp's youth have become professional football players in Jordanian football clubs. Those professional players not only became stars, but they managed to uplift their families from poverty to better living conditions.

School principals participating in the KIs also said they rewarded student achievements with medals and trophies at the morning assembly. They admitted that schools do not have enough budget for adequately rewarding achieving students. PE teachers indicated that they provide psychological support and encouragement to keep students achieving good results.

## Safety

### Questionnaires Q18 - Q21:

#### Summary:

- Both students and leaders agree that schools in general are not safe
- School playgrounds are not safe
- It is not safe for students to walk alone to and from school
- There are very few available football fields in the student neighborhoods

**Q18:** 37.2% of students said they feel safe in their school while 46.6% of leaders believe students feel at school. Male (50%) and female (50%) students equally agree.

**Q19:** Only 30.3% of students and 31.5% of leaders believe playgrounds are safe for the students. Male (54%) and female (46%) students equally agree.

**Q20:** Only 23.5% of students and 27.4% of leaders reported that it is safe for students to walk alone to and from school. Student views are split more males (62%) than females (38%). 10% of students strongly disagree.

**Q21:** Only 27.6% of students and 28.8% of leaders said that students play football in the field near where they live. Student views are split more males (67%) than females (33%). 12% of students strongly disagree.

#### FGDs and KIs:

##### **Q1: How would you describe your school environment? Do students feel safe in the school?**

Child FGD participants reported that in general, boys perceive their school to be a safe environment where they can study and play games in peace. The only problem is the proximity to busy and dangerous streets. However, girls in general do not feel safe for two reasons. Firstly, boys skip classes and intrude into their schools during school time, especially after the morning break, despite the efforts of their teachers to keep them away. Secondly, girls do not feel comfortable wearing sport suits or taking off their hijab to practice sports because they are concerned that strangers enter the school premises and see them in what is considered inappropriate attire.

Although the CBO FGD participants said that their communities are generally safe, they discussed the various challenges youth are facing nowadays. Youth are exposed to foreign cultures and foreign ideas through satellite TV and the internet. Coupled with high unemployment rates that lead youth to anger and frustration, they become prone to drugs and violence.

The principals and teachers participating in KIs indicated that the schools are safe. Most of the problems they face are minor and due to simple reasons. There is no friction between students because of nationality or tribal affiliations and there are very few students with

bizarre or radical ideas. At some schools the problem is the proximity to busy and dangerous streets, and there are no guards at the school gate.

## **Q2: What is the condition and availability of playgrounds?**

Child FGD participants reported that schools in general have only one playground. A few schools have two playgrounds and only two schools have beach volleyball playground. All playgrounds except the one in Mafraq are solid asphalt, and many of them are in bad shape with potholes, which exposes students to scratches and injury when they fall. Two girl schools have access to indoor playgrounds near the schools.

CBO FGD participants revealed that male youth either play in school playgrounds after hours or they rent private playgrounds because all the playgrounds available in schools are small and paved with asphalt that is not suitable for sport. Youth must go outside the community to rent a playground since the high population density has not left any large spaces to practice sport. For example, in downtown Zarqa there are no parks or playgrounds, and children wait for shops and stores to close so they can play in the empty streets and vacant parking spaces at night. As for females, as there are no suitable playgrounds for them, so their only option is a private gym or a woman sports club.

## **Q3: What sport activities could be conducted in your school playgrounds?**

According to principals and PE teachers participating in KIIs, the main sport practiced in schools are football and simple fitness training.

## **Q4: How many PE teachers do you have? Do you think they are enough?**

KIIs revealed that all the schools visited have allocated PE teachers to teach over 1000 students. PE teachers also have a high load and are required to do extra duties for the school district and the King Abdullah Fitness Award.

## **Q5: What resources do you need to provide better playgrounds for student?**

In boys' schools, the principals and teachers participating in KIIs focused on the need for installing synthetic grass for football playgrounds. In girls' schools, the focus was on providing facilities to conduct indoor sport activities.

# **Child Sport Cohesion**

## **Questionnaires Q22 - Q31:**

### **Summary:**

- Sports teams are not just made up of friends but include other children
- Sports teams improve student skills
- Students spend time with both their teammates and other children and stay in touch during the holidays
- To some extent, students trust their teachers and prominent figures outside school
- Students do not indulge in many activities together outside sports

- Students do not trust each other much
- Most students do not get along with each other
- Student views are split almost equally between males and females
- Some leaders disagree with the students

**Q22:** 50% of the students said they invite their teammates to do things with them and only 31.5% of leaders share that viewpoint.

**Q23:** 39.4% of students and 46.6% of leaders reported that students prefer to have some of their best friends on their team.

**Q24:** Both students 43.1% and leaders 43.8% agree that sport teams give students the chance to improve their skills.

**Q25:** 43.3% of students and 45.2% of leaders reported that students like to spend time with their teammates.

**Q26:** Only 29.2% of students and 11.0% of leaders said that students get along with each other. 13% of students strongly disagree (flipped negative question).

**Q27:** 49.3% of students and 32.9% of leaders said that students keep contact with their teammates when the semester ends.

**Q28:** Only 30.3% of students and 28.8% of leaders reported that students do activities together outside sports.

**Q29:** 38.4% of students and 28.8% of leaders said that students trust each other.

**Q30:** 43.3% of students and 50.7% of leaders said that students generally trust their teachers.

**Q31:** According to half the students (53.2%) and leaders (43.8%), students trust people outside school including parents, relatives, public figures, and government officials.

### **FGDs and KIIs:**

#### **Q1: How do you think sport affects student's cohesion in your school?**

All children participating in FGDs said they like playing sport and they make friendships while doing so. They indicated that sport enhances their relationship and allows them to meet and get to know students inside and outside the school.

All CBO FGD participants expressed that playing sport enables community youth to make friendships and enhances their social cohesion. Youth indicated that they met many new youths while playing football and many of them became their friends. Male youth also indicated that they form teams and play in tournaments. Girls indicated that sport enhances their relationship and allows them to meet and get to know girls inside and outside the community. However, there are few or no sport activities available for girls. A female youth

said that she went on a few trips to compete in sport outside her community when she was a student and she met many girls and made friendships and they still communicate regularly via social media.

All the principals and PE teachers participating in KIs believe that sport enhances student cohesion and student behavior. They try to integrate students with psychological and emotional difficulties in sports activities.

## **Q2: Do students in general get along in sports activities in your school?**

Everyone participating in the child FGDs agreed that students get along very well in sport inside the schools. They play together and do not discriminate against each other. Each student is mainly interested in having the best players on their team to win. Regardless of nationality or tribe, students become friends after playing together a few times.

All participants in the CBO FGDs also agreed that youth get along very well in sport outside the schools.

## **Q3: What kind of problems or difficulties occur when students play sport in your school?**

Child FGD participants revealed the problems or difficulties that students encounter when they play sport in their schools as follows:

- Too many students in crowded playgrounds
- Dangerous asphalt playgrounds that are not well equipped
- No gyms or PE rooms available in schools for physical activities
- Boys intrude into girls' schools and interrupt and harass PE classes and thus girls do not feel comfortable to wear sport suits or take off their hijab.
- PE class is substituted with other classes like math, science, etc. so sometimes students do not attend PE classes for a whole week.

CBO FGD participants reported that problems and difficulties encountered by youth when they play sport in their communities include:

- Well-equipped football playgrounds are only available for rent outside school
- Girls have limited or no access to indoor playgrounds
- Some communities are overcrowded with no parks or playgrounds. Children and youth play in the streets at night when the stores are closed
- Sport clubs can only hold and accept a limited number of youths

In addition to what has been mentioned by students and youth, school principals participating in KIs said that students cannot practice sports in the winter for lack of indoor facilities.

## **Q4: Do you think students in your school trust each other?**

Child FGD participants reported that students in general trust each other, and that makes their friendship stronger. It was observed that trust levels are higher among boys while girls tend to be jealous of academic achievers and of those with a higher social and economic status which reduces trust among them.

CBO FGD participants revealed that when the Syrian refugees first came into the communities, they did not trust the hosting community and were very cautious when interacting with Jordanians and other nationalities. Now the situation is much better, and the Syrians are part of the community reflecting trust between all.

## Psychosocial Support

### Questionnaires Q32 - Q42:

#### Summary:

- Half the students are considerate of other's feelings
- Students share readily, help if someone is hurt, upset, or ill
- Students volunteer to help others, and do not fight or bully
- Most students are unhappy and depressed
- Students do not like each other, are picked on and bullied by other children, and prefer to be alone
- Most students are not afraid of loud noises and have not experienced traumatic experiences
- Student views are split almost equally between males and females
- Most leaders disagree with the students

**Q32:** Almost half the students (47%) and only 20.5% of the leaders said that students are considerate of other people's feelings.

**Q33:** 49% of students share readily with other children but only 29% of leaders agree with them.

**Q34:** 50% of students are helpful if someone is hurt, upset or feeling ill but only 26% of leaders share the same viewpoint.

**Q35:** 49% students do not fight with other children or bully them while only a few leaders (8%) agree. (flipped negative question).

**Q36:** Only 10% of students and 15% of leaders said that students are happy, and not depressed or tearful (flipped negative question).

**Q37:** A small number of students (26%) and even smaller number of leaders (8%) reported that students are not picked on or bullied by other children. 14% of students strongly disagree (flipped negative question).

**Q38:** 52% of students and 30% of leaders reported that students volunteer to help others, including parents, teachers, and other children.

**Q39:** only 34.5% of students and 24.7% of leaders said that students generally like each other.

**Q40:** Only 29% of students and 11% of leaders reported that students prefer not to stay alone. 11% of students strongly disagree (flipped negative question).

**Q41:** 21.8% of students and 17.8% of leaders said students are afraid of loud noises (airplanes, fireworks, etc.). 24% of students strongly disagree.

**Q42:** 26% of students and 15% of leaders reported that students went through traumatic experiences (death, injury, etc.). 20% of students strongly disagree.

### **FGDs and KIIs: Based on the strengths and difficulties questionnaire (SDQ)**

#### **Q1: Do students in your school help each other?**

Students participating in child FGDs said that in general, both boys and girls help each other when they are in need for any reason. They do not discriminate based on nationality or tribal affiliation. Students donate for poor students, they share their things with each other, and if a student is sick or hurt in school, they help when needed.

Participants in all CBO FGDs said youth help each other when they are in need for any reason, and they do not discriminate based on nationality or tribe.

Principals and PE teachers participating in KIIs indicated that students help each other and care for each other.

#### **Q2: Are students in your school considerate to each other's feelings?**

Participants in child FGDs reported that in most cases students are considerate to each other's feelings. This is especially the case if a student experiences trauma when losing a parent or a sibling. However, it was reported that some students hurt each other's feelings by bad mouthing each other, mocking each other, and using demeaning nicknames.

CBO FGD participants agreed that bonding is also strong in the communities and people are considerate to each other's feelings and circumstances.

#### **Q3: Do students in your school participate in voluntary activities? Provide examples.**

Students participating in child FGDs said that voluntary activities especially outside the school are very limited as there are no voluntary programs or activities designed specifically for students. Mostly, students help other poor students in the school, clean the school, and conduct voluntary activities at nearby places.

CBO FGDs participants indicated that both Jordanian and Syrian youth are eager to participate in voluntary work and activities in their communities. An Egyptian female said: "I like

participating in voluntary work. I finished high school and have no job now so voluntary work is how I keep myself busy”.

The principals interviewed in Klls indicated that they conduct several voluntary activities inside the school mainly to help the poor.

**Q4: Do you encounter bullying in your school? If yes, how do you handle it?**

Child FGD participants reported that in general, both boys and girls indicated that bullying in schools happens at a small scale. Some girls are jealous of other girls who are better achievers, so they mentally bully them by teasing them and using words and emotions to hurt them. In boys’ schools, students indicated that there are only a limited number of student bullies in each class.

Most bullying is handled by the student counselor and the principal. The student counselor tries to understand the reasons for bullying and resolve them or help the students overcome the problem. None of the schools tolerate bullying and they take strict measures to prevent it. Bullies are normally disciplined and punished by written warnings, informing and summoning parents, or transferring the bullies to other schools.

CBO FGD participants indicated that although bullying exists at different levels in both schools and communities, participants indicated that bullying was never a big phenomenon in their communities. Most participants blamed bullying on family upbringing and the financial status of their families; they believe that poorer children are more likely to be bullies. In Baqaa camp, the participants indicated that parents raise their children to be hostile and always fight back if they are harassed.

School principals and PE teachers participating in Klls said that bullying existed in Jordanian schools for a long time, but it was only recently identified and labeled with the term bullying. The general perception was that principals did not tolerate bullying and they are taking measures to prevent it. Meanwhile, the principals indicated that some parents are not cooperative when it involves their children being reported as bullies. In many bullying scenarios the parents take the side of their children and try to justify their actions and defend them.

Schools are conducting more workshops for teachers and students in coordination with the ministry of education, local communities, and international organizations to counter bullying and discuss its harmful effects on the school environment and the students.

**Q5: How do you think sport affects bullying? Can sports assist in reducing bullying?**

Child FGD participants said that they get along very well in sport without any bullying. Bullies are not allowed to participate in sport activities in the school. Girl bullies are forced to sit on the sideline while boy bullies either sit on the sideline or skip school during the PE class. Neither boys’ schools nor girls’ schools specifically used sport as a mechanism to resolve or reduce bullying.

CBO FGD participants indicated that youth get along very well in sport, and that sport enhances their social cohesion. The participants believe sport could be used to reduce bullying, but none said sport is used to resolve bullying.

Although the principals interviewed in KIs indicated that sport could reduce bullying, none of them said that they rely on sport to resolve bullying

## Mental Health Support

### Questionnaires Q43 - Q52:

#### Summary:

- Less than half the students said they are academically excellent
- Some students are satisfied with their life, and are generally happy persons
- Half the students like the way they look and spend time with their families
- Half the students and their leaders agree that both family and school care about them
- Half the students like their teachers
- The living conditions of most students are poor
- Most students do not like each other in class
- Most students do not exhibit excellent sports skills
- Student views are split almost equally between males and females
- Most leaders disagree with the students

**Q43:** 37% of students and only very few leaders (2.7%) reported that the living conditions of students are excellent.

**Q44:** 44% of students and only very few leaders (2.7%) said that students are satisfied with their life.

**Q45:** 38.8% of students and only a few leaders (11%) reported that students are generally happy persons.

**Q46:** 57% of students and 34% of leaders said that students spend time with their families.

**Q47:** 54% of students and 24.7% of leaders reported that students generally like the way they look.

**Q48:** 37.7% of students and 28.8% of leaders said that generally, students exhibit excellent sports skills.

**Q49:** 57.8% of students said my family cares about me, and 45% of leaders care about their students.

**Q50:** 43.7% of students and 15% of leaders reported that academic achievements of students are generally excellent.

**Q51:** 42.6% of students and 46.6% of leaders said that generally, students like their teachers.

**Q52:** 36% students and 28.8% of leaders reported that generally, students seem to like each other in class.

### **FGDs and KIs:**

#### **Q1: In general terms, how do you describe the living conditions of your school's students?**

Child FGD participants indicated that most of school children live in a typical family with descent living conditions. However, in Khaldya, children were dressed in worn-out clothes, ripped shoes, and clothing generally inappropriate to keep out the cold weather.

CBO FGD participants revealed that living conditions of communities vary from one place to another, ranging from extremely poor, to poor, to modest.

- Khaldya, Baqaa Camp, and Azmi Almufti camp are poor to extremely poor.
- Hashimia, Jabal Almareekh and Zarqa city are modest.
- Communities far from major cities are also characterized by low education levels, while communities in major cities have a higher rate of family breakups.

Principals and teachers participating in KIs in most schools indicated that there is a significant percentage of poor or extremely poor families in their community, but the students cannot tell who is poor and who is not. In one of Amman's schools the principal and PE teachers indicated that they have a program to discretely distribute food and soft drinks to students in need without the knowledge of other students. The same principal indicated that in the past few years the economic and financial status of many of the parents have deteriorated due to diminishing sales and business slow down. Many stores and businesses are closing, and many people are in hardship.

In addition to the financial difficulties, a major problem principals and teachers highlighted is the breakdown and fragmentation of families. According to the principals in most of the communities, there is a growing number of students who live with one parent, and in some cases, students live with their grandmother or aunt. The social and legal effects of family break up has a severe impact on the wellbeing and emotions of students.

#### **Q2: Do you personally believe that students in your school are happy?**

Participants in child FGDs in all the schools generally consider themselves to be happy in their schools and in their lives. No student, girl or boy, in the groups showed any sign of being unhappy or depressed.

In the community outside school the situation was almost the opposite. In Khaldya, most of the youth in the CBO FGD were dropouts with no stable jobs, and obviously unhappy. In Azmi Almufti camp, Palestinian and Egyptian girls were not happy with their situation and lack of opportunities. Poor decisions while teenagers, the lack of psychosocial support, and the lack of employment opportunities cause youth to be unhappy and depressed. Many of the youth

join CBOs as volunteers to fill their empty time and keep themselves busy waiting for a better opportunity.

### **Q3: Could you describe the relationship between students and their teachers?**

Child FGD participants said that overall, with few exceptions, they have good relationships with their teachers. The relationship with PE teachers in schools seems to be better than the relationship with the teachers of other subjects. Girls seem to make better relationships with their teachers than boys. The relationship between girls and PE teachers is closer as the girls confide in their teachers and share their feelings and personal problems with them.

CBO FGD participants in Baqaa and Azmi Almufti camps indicated that the relationship between students and their teachers is not very good as they believe teachers are not doing their job as well as they should, and do not care about the future of the children. Some participants indicated that teachers are not role models for the children, and all they care about is their salary. In Baqaa and Azmi Almufti refugee camps participants were upset with the school system, they said it is failing and not doing enough to teach, protect, and take care of children.

However, most participants of CBO FGDs elsewhere indicated that the relationship between teachers on one hand and the community and students on the other is very good. These participants did not have the same negative perceptions about the school system either.

The interviewed PE teachers in KIs indicated that they are passionate about the future of their girls and they will do their best to help them achieve what they aspire. When they were asked about how the community reacts to girls staying to practice after school hours or move from one city to another to participate in sport tournaments, the female PE teachers indicated that this has to do with the community knowing and trusting the PE teachers to take care of their girls. Female PE teachers had good communication channels with the parents thus allowing the teachers to make progress with the girls.

### **Q4: Does your school have a student counselor?**

In many boys' schools, children participating in FGDs identified the role of the student counselor as for punishment, rather than problem solving or using psychological methods to resolve student conflict. Students negatively perceive the role of counselor, since this person is the one responsible for handing out warnings and punishment. In one girls' school, all the students indicated that they do not like the student counselor and do not trust her or confide in her. The general observation is that younger student counselors have better relationships with the students than older ones. In the community, there are no student counselors.

Some school principals participating in KIs indicated that the student counselor is excellent and plays a very active role in the school, whilst other principals expressed frustration towards the role of student counselor in the school. In one girls' school the disagreement between the principal and the PE teachers on one hand and the student counselor on the other was clear. While the teachers did not want to talk about her at all, the principal expressed frustration with her and her methods. In another girls' school the situation was quite the opposite. The

principal and the PE teachers praised the student counselor and demonstrated a great appreciation for her skills and ability to resolve problems.

As a rule, MoE schools in Jordan have one dedicated student counselor regardless of the number of students in the school. UNRWA schools, however, do not have any student counselors. The relationship between students and the student counselor seems to vary from one school to another. It obviously has to do with the personalities of the student counselors and the roles assigned to them by the principal.

Marked contradictions are evident between the responses of students who participated in the child FGDs and the responses of youth participating in the CBO FGDs. A likely reason for this is that the child FGD data was collected from a small group of students who were selected by PE teachers acting as the schools point of contact with RTP personnel. Therefore, it is no surprise that those students were among the most active and the most achieving of their peers and are not necessarily the ideal representative population. In almost all the FGDs conducted, participating students were members of different sport teams within the school which means that they have more opportunities to socialize and participate in noncurricular activities. These students would normally have a more positive outlook on issues than others.

CBO FGD participants, on the other hand were chosen by partner CBOs whose selection criteria may not in some cases be as ideal and stringent as those adopted by the school teachers. CBO FGD participants in Khaldya, Baqaa and Azmi Almufti camps were mostly school dropouts with no stable jobs, and were obviously unhappy and bitter about their unsuccessful school experience. These youth would provide a negative perspective on issues.

## Building Peaceful Communities

### Questionnaires Q53 - Q62:

#### Summary:

- Most students cannot express their feelings using statements
- Half the students apologize for their mistakes
- Less than half the students treat everyone fairly when conflict arises, try to understand both sides of an argument
- Less than half the students stay calm and talk things out in an argument
- Less than half the students try to find out the reason when someone is upset
- Student views are split almost equally between males and females
- Most leaders disagree with the students

**Q53:** 47% of students and 20.5% of leaders said students apologize for their mistakes.

**Q54:** 35.7% of students and 28.8% of leaders reported that students can express their feelings using statements.

**Q55:** 41.7% of students and 20.5% of leaders said that when conflict arises, students are fair to all children of all backgrounds.

**Q56:** 47.5% of students and 24.7% of leaders said that when there is an argument, students try to understand the other person's point of view.

**Q57:** 45.8% of students and 17.8% of leaders said that when someone is upset with my students, they try to find out why.

**Q58:** 49% of students and 19% of leaders said if two students are arguing, other students try to understand both sides of the argument.

**Q59:** 41.9% of students and 27% of leaders said when students disagree with someone, they talk about how they feel and listen to others talk about how they feel.

**Q60:** 37% of students and 17.8% of leaders said if students are angry with someone, they try to stay calm when they are talking.

**Q61:** 21.5% of students and 5.5% of leaders said students try to win every argument, even if they lose friends over it. 20% of students strongly disagree (flipped negative question).

**Q62:** 12.8% of students and 8% of leaders said when students are angry at their friends, they avoid talking to them. 23% of students strongly disagree (flipped negative question).

### **FGDs and KIs:**

#### **Q1: Do you believe that your school provides a safe environment for students?**

All child FGDs without exception indicated that they have no fear or previous experiences of problems related to social issues, racism, tribalism, and bullying, and that schools provide a safe environment for them. Some schools however have no fences or walls to keep people out, so complete strangers can enter the school and walk into the playground and into the school building without anyone stopping them. Sometimes there is no security guard at the entrance, and this is particularly dangerous for girls. Both boys' and girls' schools in Abu Alanda face a problem of being near a main road which represents danger for the students when crossing.

At the community level the CBO FGD participants indicated that the current circumstances in Jordanian communities are not conducive to a safe environment for youth. Unchecked openness to foreign cultures, rising crime rates and drugs, and lack of employment opportunities all lead to frustration and depression, leading youth astray. Parents and youth indicated that outside the school environment the streets and communities are not as safe as they used to be.

#### **Q2: What measurements do you take to ensure that your school is a safe environment for students?**

For example, the principal of a girls' school who participated in a KII complained about boys and other strangers coming into the school during school hours, saying that she had installed a fence, but the boys cut through it. Now she is trying to manage a fund to build a wall to keep boys and other people out.

**Q3: What are the sources of conflict and argument among students in your school?**

According to the principals and PE teachers, there are no major sources of conflict. Students admit that sources of conflict are similar in boys' and girls' schools, the main source being students bad mouthing each other. Jealousy of highly achieving students both academically and in sport, especially in girls' schools, is a source of conflict.

CBO FGD participants state that the sources of conflict at the community level are tribalism, especially at the time of national and local elections, and affiliation to football clubs representing different communities.

There are no conflicts linked to nationality according to principals, teachers, and students.

**Q4: What kind of conflict resolution do you enforce to ensure students peacefully handle conflict?**

Child FGDs report that students who make trouble are referred to the principal or the student counselor to resolve them. This seems to be the textbook method adopted at all the schools.

According to CBO FGD participants, conflict resolution at the community level includes workshops, sport activities, and reaching and listening to youth to understand their circumstances and feelings.

Principals participating in KIIs said that schools have programs which the student counselor executes to resolve conflict.

**Q5: Do you rely on sport and joint activities to solve conflict and teach students discipline?**

None of the schools indicated that sport is used to resolve conflict or solve problems even though principals and PE teachers believe that sport could be utilized to handle conflict. Some schools indicated that they do not know how to integrate sport to solve conflict. As an exception for example, the principal of Jannaa boys' school in Zarqa made improvements to his school and stresses the importance of sport activities. He and the teachers work hand in hand to repair the playgrounds, and even installed a beach volleyball playground. The principal also plans to conduct several sport tournaments. This principal argued that teenage students have a lot of energy and live in poor communities with limited access to parks and playgrounds and he relies on sports to encourage good behavior and belongingness to their school. As a result, student behavior has improved, and they like the school better and feel happier.

FGD participants reported that CBOs do not conduct sport activities frequently and mainly focus on speaker sessions to advise youth.

**Q6: What other methods do you rely upon to solve student conflict beside sports?**

Traditional mechanisms implemented by the teachers, student counselor, and the principal include issuing warnings and summoning parents.

**Q7: How does the school involve parents in particular, and the community in general, in facilitating a peaceful community in your school?**

The principals participating in KIs indicated that they involve the local community in school matters, and they explain to them what is going on inside the school. In some schools the principal indicated that they keep open communication channels with tribal and community leaders and involve them in the difficulties the school faces. A principal of a boys' school indicated that the number of parents who attend the annual parents meeting in the school grows from one year to another.

## Recommendations

The ACCESS baseline study undertaken in Jordan has produced significant and relevant results. The following recommendations, also potential interventions, are based on these findings:

### 1. Social Cohesion:

Organize regular activities like awareness sessions and play days that include parents, children, and youth from different nationalities and backgrounds. Use the power of sport as a tool to build bridges, promote social cohesion, and further improve the lives, opportunities, and safety of youth within their communities.

### 2. Participation and Friendships:

Create mechanisms for internal school tournaments, particularly football, that provide all children with opportunities to participate in sports teams and other activities. Teach children to share and make friendships through activities where children play and improve skills such as respect, tolerance, teamwork, fair play, and reconciliation. Work with the MoE to mix more Syrians and Jordanians in both morning and evening shifts to create an environment where students of different nationalities can readily make friendships.

### 3. Playground safety:

Increase playground rehabilitation and renovations inside and outside Amman to provide the children with safer playgrounds. Build safer playgrounds in schools and improve current playgrounds to be safer by installing synthetic grass. Work with municipalities and town councils to build safe public playgrounds to serve whole communities.

### 4. Sports classes:

Concentrate on indoor playground rehabilitation to consider privacy and winter usability. Organize seminars and courses about the importance of sports, and coordinate with school principals to give more attention and value to sports classes starting with bringing back PE classes. Introduce new games in the sport class to improve participation in sports.

## **5. Female participation:**

Organize sport tournaments and activities outside school hours in the larger community outside school to help girls socialize outside school and make new friends. In girls' schools the focus should be on providing facilities to conduct indoor sport activities.

## **6. Type of sport:**

Provide additional training for PE teachers on different sports and provide them with the tools and equipment to practice these new sports with the students – especially indoors. By having their interests and identities represented through varied sports, youth will become more empowered.

## **7. Incentives:**

Introduce new incentives in schools and add more value to the current incentives to make them more appealing to the children. Introduce rewards that are related to sports, like club memberships and sports equipment. Encourage families to support their children and enhance their achievements after school and during summer vacation.

## **8. Sports outside school:**

Educate parents and community members on the added value of playing sports, and encourage parents to focus on sports as an essential element of their lives. Encourage social networks outside schools for common sports and activities involving both students and parents. Create activities in the holidays to improve the cohesion of children outside the classrooms with shared responsibility between the schools and the community.

## **9. Safe school environment:**

Make schools safer to keep unauthorized people out by building protective fencing or walls and employing security guards. This is especially important in female schools to control the entry of strangers and maintain the safety and privacy of the girls. Work with the local police to provide safer routes to and from schools.

## **10. Psychosocial Support:**

Improve the capacities of, and enhance the roles of, the school student counselors, social workers, and volunteers to provide psychosocial support to students. Conduct more workshops for teachers and students in coordination with schools and local communities to counter bullying, and set up contemporary and effective mechanisms to deal with it.

## **11. Peaceful Communities:**

Organize classes that teach students to discuss and accept the opinions of others and respect their points of view. Teach students to play sports and indulge in activities without using physical or emotional violence to resolve arguments, promoting the positive impact of sport. These classes should encourage student self-reflection on interactions with others.

## 12. Mental health support:

Create mechanisms that increase children and youths' knowledge on mental health support services. Empower them to discretely request and seek help from the community and provide that help to their peers or family members who may be in need of such mental health services or guidance.

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## Appendix 1 - Tables

### 1. Sports Table

| Sports |                                          |                                          |               |        |       |         |       |
|--------|------------------------------------------|------------------------------------------|---------------|--------|-------|---------|-------|
| Q      | Leader                                   | Student                                  | Options       | Leader |       | Student |       |
|        |                                          |                                          |               | N      | %     | N       | %     |
| D6     | Weekly frequency of sports participation | Weekly frequency of sports participation | None          | 0      | 0.0%  | 70      | 12.6% |
|        |                                          |                                          | One time      | 13     | 17.8% | 115     | 20.8% |
|        |                                          |                                          | Two times     | 32     | 43.8% | 167     | 30.1% |
|        |                                          |                                          | Three or more | 28     | 38.4% | 202     | 36.5% |
| D7     | Individual versus team sports            | Individual versus team sports            | Individual    | 3      | 4.1%  | 26      | 4.7%  |
|        |                                          |                                          | Team sports   | 44     | 60.3% | 334     | 60.3% |
|        |                                          |                                          | Both          | 26     | 35.6% | 194     | 35.0% |
| D8     | Indoor versus outdoor sports             | Indoor versus outdoor sports             | Indoor        | 4      | 5.5%  | 107     | 19.3% |
|        |                                          |                                          | Outdoor       | 38     | 52.1% | 270     | 48.7% |
|        |                                          |                                          | Both          | 31     | 42.5% | 177     | 31.9% |
| D9     | type of Sport                            | type of Sport                            | Football      | 65     | 89.0% | 367     | 66.2% |
|        |                                          |                                          | Basketball    | 3      | 4.1%  | 61      | 11.0% |
|        |                                          |                                          | Other         | 5      | 6.8%  | 126     | 22.7% |

### 2. Social Inclusion Table

| Social integration |                                                    |                                       |  | Strongly Agree |       |         |       |
|--------------------|----------------------------------------------------|---------------------------------------|--|----------------|-------|---------|-------|
| Q                  | Leader questions                                   | Student questions                     |  | Leader         |       | Student |       |
|                    |                                                    |                                       |  | N              | %     | N       | %     |
| Q1                 | Generally, students accept each other              | I feel accepted by my friends         |  | 21             | 28.8% | 369     | 66.6% |
| Q2                 | Students go out socially with each other           | I go out socially with friends        |  | 14             | 19.2% | 190     | 34.3% |
| Q3                 | Students have friends at school                    | I have friends at school              |  | 31             | 42.5% | 395     | 71.3% |
| Q4                 | Students have friends outside school               | I have friends outside school         |  | 27             | 37.0% | 268     | 48.4% |
| Q5                 | Students feel they belong to their class at school | I feel I belong in my class at school |  | 28             | 38.4% | 285     | 51.4% |

### 3. Friendships Table

| Friendships |             |                                                          |             |        |       |         |       |
|-------------|-------------|----------------------------------------------------------|-------------|--------|-------|---------|-------|
| Q           | Nationality | Question                                                 | Options     | Leader |       | Student |       |
|             |             |                                                          |             | N      | %     | N       | %     |
| 1           | Jordanians  | How many friends do you have who are Jordanian           | None        | 11     | 15.1% | 58      | 10.5% |
|             |             |                                                          | Ten or more | 44     | 60.3% | 358     | 64.6% |
| 2           | Syrians     | How many friends do you have who are Syrian              | None        | 25     | 34.2% | 200     | 36.1% |
|             |             |                                                          | Ten or more | 22     | 30.1% | 144     | 26.0% |
| 3           | Other       | How many friends do you have who are Other nationalities | None        | 43     | 58.9% | 298     | 53.8% |
|             |             |                                                          | Ten or more | 17     | 23.3% | 84      | 15.2% |

#### 4. Emotional inclusion and belongingness Table

| Emotional inclusion and belongingness |                                                                 |                                                       | Strongly Agree |       |         |       |
|---------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------|----------------|-------|---------|-------|
| Q                                     | Leader questions                                                | Student questions                                     | Leader         |       | Student |       |
|                                       |                                                                 |                                                       | N              | %     | N       | %     |
| Q7                                    | It is important for students to have friends                    | It is important for me to have friends                | 45             | 61.6% | 375     | 67.7% |
| Q8                                    | Students do not feel left out of things at school               | I do not feel left out of things at school            | 3              | 4.1%  | 160     | 28.9% |
| Q9                                    | Students are pleased for new kids to participate in their games | Other children are pleased for me to join their games | 27             | 37.0% | 239     | 43.1% |
| Q10                                   | Students would feel sad if they had to leave their school       | I would feel sad if I had to leave my school          | 28             | 38.4% | 292     | 52.7% |
| Q11                                   | Students get along well with others in their class              | I get along well with children in my class            | 19             | 26.0% | 275     | 49.6% |

#### 5. Participation Table

| Participation |                                                             |                                                       | Strongly Agree |       |         |       |
|---------------|-------------------------------------------------------------|-------------------------------------------------------|----------------|-------|---------|-------|
| Q             | Leader questions                                            | Student questions                                     | Leader         |       | Student |       |
|               |                                                             |                                                       | N              | %     | N       | %     |
| Q12           | Students prefer doing schoolwork in groups not on their own | I prefer doing schoolwork in a group not on my own    | 12             | 16.4% | 120     | 21.7% |
| Q13           | Students like doing activities that involve many children   | I like doing activities that involve lots of children | 24             | 32.9% | 205     | 37.0% |
| Q14           | Students like to participate in class                       | I like to participate in class                        | 34             | 46.6% | 298     | 53.8% |

#### 6. Motivation Table

| Motivation |                                                                     |                                                                   | Strongly Agree |       |         |       |
|------------|---------------------------------------------------------------------|-------------------------------------------------------------------|----------------|-------|---------|-------|
| Q          | Leader questions                                                    | Student questions                                                 | Leader         |       | Student |       |
|            |                                                                     |                                                                   | N              | %     | N       | %     |
| Q15        | Students like going to school                                       | I like going to my school                                         | 24             | 32.9% | 286     | 51.6% |
| Q16        | Students like to see their school friends outside school            | I like to see my school friends outside school                    | 31             | 42.5% | 246     | 44.4% |
| Q17        | We reward our students for achievement (High grades, good behavior) | My family rewards me for achievement (High grades, good behavior) | 33             | 45.2% | 344     | 62.1% |

#### 7. Safety Table

| Safety |                                                                    |                                                  | Strongly Agree |       |         |       |
|--------|--------------------------------------------------------------------|--------------------------------------------------|----------------|-------|---------|-------|
| Q      | Leader questions                                                   | Student questions                                | Leader         |       | Student |       |
|        |                                                                    |                                                  | N              | %     | N       | %     |
| Q18    | I believe students feel safe in this school                        | In this school I feel safe                       | 34             | 46.6% | 206     | 37.2% |
| Q19    | I believe the playground is safe for students                      | The playground I play in is safe                 | 23             | 31.5% | 168     | 30.3% |
| Q20    | I believe it is safe for students to walk alone to and from school | I feel safe walking alone to or from your school | 20             | 27.4% | 130     | 23.5% |
| Q21    | Students play in the field near where they live                    | I play in the football field near where I live   | 21             | 28.8% | 153     | 27.6% |

## 8. Child Sport Cohesion Table

| CHILD SPORT COHESION |                                                                                               |                                                                                |        | Strongly Agree |         |       |  |
|----------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------|----------------|---------|-------|--|
| Q                    | Leader questions                                                                              | Student questions                                                              | Leader |                | Student |       |  |
|                      |                                                                                               |                                                                                | N      | %              | N       | %     |  |
| Q22                  | Students invite their teammates to do things with them                                        | I invite my teammates to do things with me                                     | 23     | 31.5%          | 275     | 49.6% |  |
| Q23                  | Students prefer to have their best friends within their teams                                 | Some of my best friends are on this team                                       | 34     | 46.6%          | 218     | 39.4% |  |
| Q24                  | Sport teams give students the chance to improve their skills.                                 | My team gives me the chance to improve my skills.                              | 32     | 43.8%          | 239     | 43.1% |  |
| Q25                  | Students like to spend time with their teammates                                              | I like to spend time with my teammates                                         | 33     | 45.2%          | 240     | 43.3% |  |
| Q26                  | Students get along with each other                                                            | I get along with my teammates                                                  | 8      | 11.0%          | 162     | 29.2% |  |
| Q27                  | Students keep contact with their teammates when the semester ends                             | I keep contact with my teammates when the semester ends                        | 24     | 32.9%          | 273     | 49.3% |  |
| Q28                  | Students do activities together outside sports                                                | We do activities together outside of our sport                                 | 21     | 28.8%          | 168     | 30.3% |  |
| Q29                  | Generally, students trust each other                                                          | I trust my teammates                                                           | 21     | 28.8%          | 213     | 38.4% |  |
| Q30                  | Generally, students trust their teachers                                                      | I trust my teachers                                                            | 37     | 50.7%          | 240     | 43.3% |  |
| Q31                  | Generally, students trust people outside school (Parents, Relatives, Government officials...) | I trust People outside my school (Parents, Relatives, Government officials...) | 32     | 43.8%          | 295     | 53.2% |  |

## 9. Psychosocial Support Table

| Psychosocial support: Based on SDQ |                                                                          |                                                              |        | Strongly Agree |         |       |  |
|------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|--------|----------------|---------|-------|--|
| Q                                  | Leader questions                                                         | Student questions                                            | Leader |                | Student |       |  |
|                                    |                                                                          |                                                              | N      | %              | N       | %     |  |
| Q32                                | Students are considerate of other people's feelings                      | I'm considerate of other people's feelings                   | 15     | 20.5%          | 262     | 47.3% |  |
| Q33                                | Students share readily with other children, (toys, treats, pencils)      | I Share readily with other children, (toys, treats, pencils) | 21     | 28.8%          | 272     | 49.1% |  |
| Q34                                | Students are helpful if someone is hurt, upset or feeling ill            | I'm Helpful if someone is hurt, upset or feeling ill         | 19     | 26.0%          | 279     | 50.4% |  |
| Q35                                | Students do not fight with other children or bully them                  | I do not fight with other children or bully them             | 6      | 8.2%           | 272     | 49.1% |  |
| Q36                                | Students are not unhappy, depressed or tearful                           | I'm not unhappy, depressed or tearful                        | 11     | 15.1%          | 55      | 9.9%  |  |
| Q37                                | Students are not picked on or bullied by other children                  | I'm not picked on or bullied by other children               | 6      | 8.2%           | 146     | 26.4% |  |
| Q38                                | Students volunteer to help others (parents, teachers, other children...) | I volunteer to help others (parents, teachers, children...)  | 22     | 30.1%          | 288     | 52.0% |  |
| Q39                                | Generally, students like each other                                      | I'm liked by other children                                  | 18     | 24.7%          | 191     | 34.5% |  |
| Q40                                | Students do not prefer to stay alone                                     | I do not prefer to stay alone                                | 8      | 11.0%          | 163     | 29.4% |  |
| Q41                                | Students are afraid of loud noises (airplanes, fireworks...)             | I am afraid of loud noises (airplanes, fireworks...)         | 13     | 17.8%          | 121     | 21.8% |  |
| Q42                                | Students went through dramatic experiences (death, injury...)            | I go through dramatic experiences (death, injury...)         | 11     | 15.1%          | 143     | 25.8% |  |

## 10. Mental Health Support Table

| Mental health support |                                                                               |                                                                     | Strongly Agree |       |         |       |
|-----------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------|-------|---------|-------|
| Q                     | Leader questions                                                              | Student questions                                                   | Leader         |       | Student |       |
|                       |                                                                               |                                                                     | N              | %     | N       | %     |
| Q43                   | The living conditions of students are                                         | My living conditions are                                            | 2              | 2.7%  | 207     | 37.4% |
| Q44                   | Students are satisfied with their life                                        | I'm satisfied with my life                                          | 2              | 2.7%  | 244     | 44.0% |
| Q45                   | Students are generally happy persons                                          | I'm generally a happy person                                        | 8              | 11.0% | 215     | 38.8% |
| Q46                   | Students spend time with their family (talk to them, engage in activities...) | I spend time with my family (talk to them, engage in activities...) | 25             | 34.2% | 317     | 57.2% |
| Q47                   | Generally, students like the way they look                                    | I like the way I look                                               | 18             | 24.7% | 299     | 54.0% |
| Q48                   | Generally, students' sports skills are                                        | My skills in sports are                                             | 21             | 28.8% | 209     | 37.7% |
| Q49                   | We care about our students                                                    | My family cares about me                                            | 33             | 45.2% | 320     | 57.8% |
| Q50                   | Generally, academic achievements of students are                              | My academic achievements are                                        | 11             | 15.1% | 242     | 43.7% |
| Q51                   | Generally, students like their teachers                                       | I like my teachers                                                  | 34             | 46.6% | 236     | 42.6% |
| Q52                   | Generally, students seem to like each other in my class                       | Other kids seem to like me                                          | 21             | 28.8% | 201     | 36.3% |

## 11. Building peaceful communities Table

| Building peaceful communities |                                                                                                                   |                                                                                                   | Strongly Agree |       |         |       |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------|-------|---------|-------|
| Q                             | Leader questions                                                                                                  | Student questions                                                                                 | Leader         |       | Student |       |
|                               |                                                                                                                   |                                                                                                   | N              | %     | N       | %     |
| Q53                           | Students apologize for their mistakes                                                                             | I apologize for my mistakes                                                                       | 15             | 20.5% | 261     | 47.1% |
| Q54                           | Students can express their feelings using statements                                                              | I can express my feelings using statements                                                        | 21             | 28.8% | 198     | 35.7% |
| Q55                           | When conflict arises, students are fair to all kids of all backgrounds                                            | When conflict arises, I'm fair to all kids of all backgrounds                                     | 15             | 20.5% | 231     | 41.7% |
| Q56                           | In an argument, students try to understand the other person's point of view                                       | In an argument, I try to understand the other person's point of view                              | 18             | 24.7% | 263     | 47.5% |
| Q57                           | When someone is upset with them, my students try to find out why                                                  | When someone is upset with me, I try to find out why                                              | 13             | 17.8% | 254     | 45.8% |
| Q58                           | If two students are arguing, other students try to understand both sides of the argument.                         | If two friends are arguing, I try to understand both sides of the argument                        | 14             | 19.2% | 272     | 49.1% |
| Q59                           | When students disagree with someone, they talk about how they feel and listen to others talk about how they feel. | When I disagree with someone, I talk about how I feel and listen to them talk about how they feel | 20             | 27.4% | 232     | 41.9% |
| Q60                           | If students are angry with someone, they try to stay calm when they are talking                                   | If I'm angry with someone, I try to stay calm when we're talking                                  | 13             | 17.8% | 207     | 37.4% |
| Q61                           | Students do not try to win every argument, even if they lose friends over it                                      | I do not try to win every argument, even if I lose friends over it                                | 4              | 5.5%  | 119     | 21.5% |
| Q62                           | When students are mad at their friends, they do not avoid talking to them                                         | When I'm mad at a friend, I do not avoid talking to him or her                                    | 6              | 8.2%  | 71      | 12.8% |

## Appendix 2 - Indicators

- **1000.1** % of beneficiary children and youth (disaggregated by background and gender) reporting increased social networks and community support mechanisms

|                                                                        | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|------------------------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                                        | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                                        |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q1: I feel accepted by my friends                                      | 369       | 66.6% | 235         | 63.7% | 96     | 26.0% | 38    | 10.3% | 173    | 46.9% | 196    | 53.1% |
| Q2: I go out socially with friends                                     | 190       | 34.3% | 110         | 57.9% | 57     | 30.0% | 23    | 12.1% | 96     | 50.5% | 94     | 49.5% |
| Q3: I have friends at school                                           | 395       | 71.3% | 248         | 62.8% | 99     | 25.1% | 48    | 12.2% | 183    | 46.3% | 212    | 53.7% |
| Q4: I have friends outside school                                      | 268       | 48.4% | 175         | 65.3% | 61     | 22.8% | 32    | 11.9% | 134    | 50.0% | 134    | 50.0% |
| Q5: I feel I belong in my class at school                              | 285       | 51.4% | 174         | 61.1% | 83     | 29.1% | 28    | 9.8%  | 143    | 50.2% | 142    | 49.8% |
| Q12: I do not prefer doing school work on my own, not in a group       | 120       | 21.7% | 76          | 63.3% | 30     | 25.0% | 14    | 11.7% | 61     | 50.8% | 59     | 49.2% |
| Q13: I like doing activities that involve lots of children             | 205       | 37.0% | 120         | 58.5% | 61     | 29.8% | 24    | 11.7% | 100    | 48.8% | 105    | 51.2% |
| Q17: My family rewards me for achievement (High grades, good behavior) | 344       | 62.1% | 212         | 61.6% | 94     | 27.3% | 38    | 11.0% | 170    | 49.4% | 174    | 50.6% |
| Q25: I like to spend time with my teammates                            | 240       | 43.3% | 134         | 55.8% | 72     | 30.0% | 34    | 14.2% | 109    | 45.4% | 131    | 54.6% |
| Q26: I get along with my teammates                                     | 162       | 29.2% | 110         | 67.9% | 35     | 21.6% | 17    | 10.5% | 85     | 52.5% | 77     | 47.5% |
| Q27: I keep contact with my teammates when the semester ends           | 273       | 49.3% | 168         | 61.5% | 74     | 27.1% | 31    | 11.4% | 112    | 41.0% | 161    | 59.0% |
| Q28: We do activities together outside of our sport                    | 168       | 30.3% | 94          | 56.0% | 51     | 30.4% | 23    | 13.7% | 85     | 50.6% | 83     | 49.4% |

- **1120.1** % of beneficiary students (disaggregated by background and gender) reporting protective and inclusive access to social networks in schools

|                                                           | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|-----------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                           | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                           |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q7: It is important for me to have friends                | 375       | 67.7% | 235         | 62.7% | 92     | 24.5% | 48    | 12.8% | 184    | 49.1% | 191    | 50.9% |
| Q8: I do not feel left out of things at school            | 160       | 28.9% | 116         | 72.5% | 29     | 18.1% | 15    | 9.4%  | 79     | 49.4% | 81     | 50.6% |
| Q9: Other children are pleased for me to join their games | 239       | 43.1% | 151         | 63.2% | 59     | 24.7% | 29    | 12.1% | 107    | 44.8% | 132    | 55.2% |
| Q11: I get along well with children in my class           | 275       | 49.6% | 170         | 61.8% | 78     | 28.4% | 27    | 9.8%  | 141    | 51.3% | 134    | 48.7% |

|                                                     |     |       |     |       |    |       |    |       |     |       |     |       |
|-----------------------------------------------------|-----|-------|-----|-------|----|-------|----|-------|-----|-------|-----|-------|
| Q15: I like going to my school                      | 286 | 51.6% | 167 | 58.4% | 79 | 27.6% | 40 | 14.0% | 149 | 52.1% | 137 | 47.9% |
| Q16: I like to see my school friends outside school | 246 | 44.4% | 138 | 56.1% | 78 | 31.7% | 30 | 12.2% | 117 | 47.6% | 129 | 52.4% |

- **1220.1** % of children and youth (disaggregated by background and gender) reporting peaceful engagement and co-existence with peers from different backgrounds

|                                                                             | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|-----------------------------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                                             | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                                             |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q22: I invite my teammates to do things with me                             | 275       | 49.6% | 176         | 64.0% | 65     | 23.6% | 34    | 12.4% | 125    | 45.5% | 150    | 54.5% |
| Q23: Some of my best friends are on this team                               | 218       | 39.4% | 128         | 58.7% | 64     | 29.4% | 26    | 11.9% | 107    | 49.1% | 111    | 50.9% |
| Q24: My team gives me the chance to improve my skills.                      | 239       | 43.1% | 140         | 58.6% | 63     | 26.4% | 36    | 15.1% | 119    | 49.8% | 120    | 50.2% |
| Q32: I'm considerate of other people's feelings                             | 262       | 47.3% | 148         | 56.5% | 71     | 27.1% | 43    | 16.4% | 113    | 43.1% | 149    | 56.9% |
| Q33: I Share readily with other children, for example toys, treats, pencils | 272       | 49.1% | 168         | 61.8% | 70     | 25.7% | 34    | 12.5% | 124    | 45.6% | 148    | 54.4% |
| Q34: I'm Helpful if someone is hurt, upset or feeling ill                   | 279       | 50.4% | 173         | 62.0% | 70     | 25.1% | 36    | 12.9% | 123    | 44.1% | 156    | 55.9% |
| Q38: I volunteer to help others (parents, teachers, other children...)      | 288       | 52.0% | 184         | 63.9% | 65     | 22.6% | 39    | 13.5% | 142    | 49.3% | 146    | 50.7% |
| Q39: I'm liked by other children                                            | 191       | 34.5% | 113         | 59.2% | 51     | 26.7% | 27    | 14.1% | 80     | 41.9% | 111    | 58.1% |
| Q40: I do not prefer to stay alone                                          | 163       | 29.4% | 105         | 64.4% | 38     | 23.3% | 20    | 12.3% | 89     | 54.6% | 74     | 45.4% |

- **1220.2** % of children, youth and parents who indicate to have more tolerance towards other communities

|                                                                                                        | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|--------------------------------------------------------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                                                                        | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                                                                        |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q55: When conflict arises, I'm fair to all kids of all backgrounds                                     | 231       | 41.7% | 158         | 68.4% | 52     | 22.5% | 21    | 9.1%  | 113    | 48.9% | 118    | 51.1% |
| Q57: When someone is upset with me, I try to find out why                                              | 254       | 45.8% | 153         | 60.2% | 61     | 24.0% | 40    | 15.7% | 123    | 48.4% | 131    | 51.6% |
| Q59: When I disagree with someone, I talk about how I feel and listen to them talk about how they feel | 232       | 41.9% | 149         | 64.2% | 54     | 23.3% | 29    | 12.5% | 109    | 47.0% | 123    | 53.0% |
| Q60: If I'm angry with someone, I try to stay calm when we're talking                                  | 207       | 37.4% | 128         | 61.8% | 50     | 24.2% | 29    | 14.0% | 95     | 45.9% | 112    | 54.1% |

- **1220.3** % of children, youth and parents who indicate to have more trust towards other communities

|                                                                                     | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|-------------------------------------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                                                     | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                                                     |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q29: I trust my teammates                                                           | 213       | 38.4% | 121         | 56.8% | 59     | 27.7% | 33    | 15.5% | 110    | 51.6% | 103    | 48.4% |
| Q30: I trust my teachers                                                            | 240       | 43.3% | 141         | 58.8% | 62     | 25.8% | 37    | 15.4% | 125    | 52.1% | 115    | 47.9% |
| Q31: I trust People outside my school (Parents, Relatives, Government officials...) | 295       | 53.2% | 182         | 61.7% | 72     | 24.4% | 41    | 13.9% | 137    | 46.4% | 158    | 53.6% |

- **1221.1** % of children and youth (disaggregated by background and gender) reporting access to safe football pitches

|                                       | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|---------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                       | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                       |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q18: In this school I feel safe       | 206       | 37.2% | 113         | 54.9% | 57     | 27.7% | 36    | 17.5% | 103    | 50.0% | 103    | 50.0% |
| Q19: The playground I play in is safe | 168       | 30.3% | 97          | 57.7% | 49     | 29.2% | 22    | 13.1% | 91     | 54.2% | 77     | 45.8% |

- **1230.1** % of children and youth that report using peaceful solutions to solve problems with other children and youth

|                                                                    | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|--------------------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                                    | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                                    |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q53: I apologize for my mistakes                                   | 261       | 47.1% | 155         | 59.4% | 68     | 26.1% | 38    | 14.6% | 137    | 52.5% | 124    | 47.5% |
| Q55: When conflict arises, I'm fair to all kids of all backgrounds | 231       | 41.7% | 158         | 68.4% | 52     | 22.5% | 21    | 9.1%  | 113    | 48.9% | 118    | 51.1% |
| Q61R: I try to win every argument, even if I lose friends over it  | 119       | 21.5% | 83          | 69.7% | 20     | 16.8% | 16    | 13.4% | 63     | 52.9% | 56     | 47.1% |
| Q62R: When I'm mad at a friend, I avoid talking to him or her      | 71        | 12.8% | 45          | 63.4% | 17     | 23.9% | 9     | 12.7% | 36     | 50.7% | 35     | 49.3% |

- **1230.2** % Incidence of peer to peer violence

|                                                  | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|--------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                  | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                  |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q35R: I fight with other children or bully them  | 272       | 49.1% | 176         | 64.7% | 60     | 22.1% | 36    | 13.2% | 123    | 45.2% | 149    | 54.8% |
| Q37R: I'm Picked on or bullied by other children | 146       | 26.4% | 96          | 65.8% | 30     | 20.5% | 20    | 13.7% | 63     | 43.2% | 83     | 56.8% |

- 1240.1 % of children that demonstrate life skills

|                                                                                 | Frequency |       | Nationality |       |        |       |       |       | Gender |       |        |       |
|---------------------------------------------------------------------------------|-----------|-------|-------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|
|                                                                                 | N         | %     | Jordanian   |       | Syrian |       | Other |       | Male   |       | Female |       |
|                                                                                 |           |       | N           | %     | N      | %     | N     | %     | N      | %     | N      | %     |
| Q48: My skills in sports are                                                    | 209       | 37.7% | 119         | 56.9% | 63     | 30.1% | 27    | 12.9% | 113    | 54.1% | 96     | 45.9% |
| Q50: My academic achievements are                                               | 242       | 43.7% | 151         | 62.4% | 52     | 21.5% | 39    | 16.1% | 116    | 47.9% | 126    | 52.1% |
| Q54: I can express my feelings using statements                                 | 198       | 35.7% | 132         | 66.7% | 42     | 21.2% | 24    | 12.1% | 97     | 49.0% | 101    | 51.0% |
| Q56: In an argument, I try to understand the other person's point of view       | 263       | 47.5% | 177         | 67.3% | 54     | 20.5% | 32    | 12.2% | 121    | 46.0% | 142    | 54.0% |
| Q58: If two friends are arguing, I try to understand both sides of the argument | 272       | 49.1% | 178         | 65.4% | 60     | 22.1% | 34    | 12.5% | 123    | 45.2% | 149    | 54.8% |

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