

Changing Norms and Behaviours
**TO END PHYSICAL
VIOLENCE**
Against Children in Jordan
2019 – 2021

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MARCH 2018

Changing Norms and Behaviours TO END PHYSICAL VIOLENCE Against Children in Jordan

In any form or shape,
at any place or setting,
by anyone, everyone.



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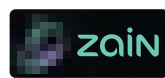
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خطة العمل الوطنية متعددة القطاعات للحد من
التعنيف الجسدي الواقع على الأطفال في الأردن

A Multi-Sectoral National Plan of Action to
End Physical Violence Against Children in Jordan

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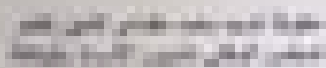

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II. GLOSSARY

Adolescence	As per the definition of the United Nations, adolescence is the period of life ranging from 10-19 years of age; however use of the term in this Strategy does not include the first year of adulthood.
Child	Child is defined as in the Convention on the Rights of the Child as “every human being below the age of eighteen years.”
Communication for Development	Communication for Development is defined as per the Rome Consensus achieved in 2007 in World Congress on Communication for Development as “a social process based on dialogue using a broad range of tools and methods...seeking change at different levels including listening, building trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful change.”
Corporal Punishment	According to General Comment No. 8 on the Convention on the Rights of the Child, corporal punishment is defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
Physical Violence	According to General Comment No. 13 on the Convention on the Rights of the Child, physical violence is defined as fatal and non-fatal forms of physical torture, cruel and inhuman physical punishment, physical bullying and hazing, and corporal punishment.
Violence Against Children	Violence Against Children is defined in lines with the Article 19 of the Convention on the Rights of the Child as “physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

III. ABBREVIATIONS AND ACRONYMS

Awqaf	Ministry of Awqaf and Islamic Affairs
CCA	Common Country Assessment
CP	Child Protection
C4D	Communication for Development
FPU	Family Protection Unit
ICCS	Islamic Center Charity Society
INSPIRE	INSPIRE is made up of the first letters of the seven strategies; Implementation and enforcement of laws, Norms and values, Safe environments, Parent and caregiver support, Income and economic strengthening, Response and support services, and Education and life skills.
JOHRD	The Jordanian Hashemite Fund for Human Development
JMI	Jordan Media Institute
JRF	Jordan River Foundation
MICS	Multiple Indicator Cluster Survey
MOE	Ministry of Education
MOH	Ministry of Health
MOSD	Ministry of Social Development
MOU	Memorandum of Understanding
NCFA	National Council for Family Affairs
NGOs	Nongovernmental Organisations
PSA	Public Service Announcement
QRF	Queen Rania Foundation
SAG	School Advisory Group
SOP	Standard Operating Procedures
TOR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UNAF	United Nations Assistance Framework
USAID	United States Agency for International Development

IV. PREFACE

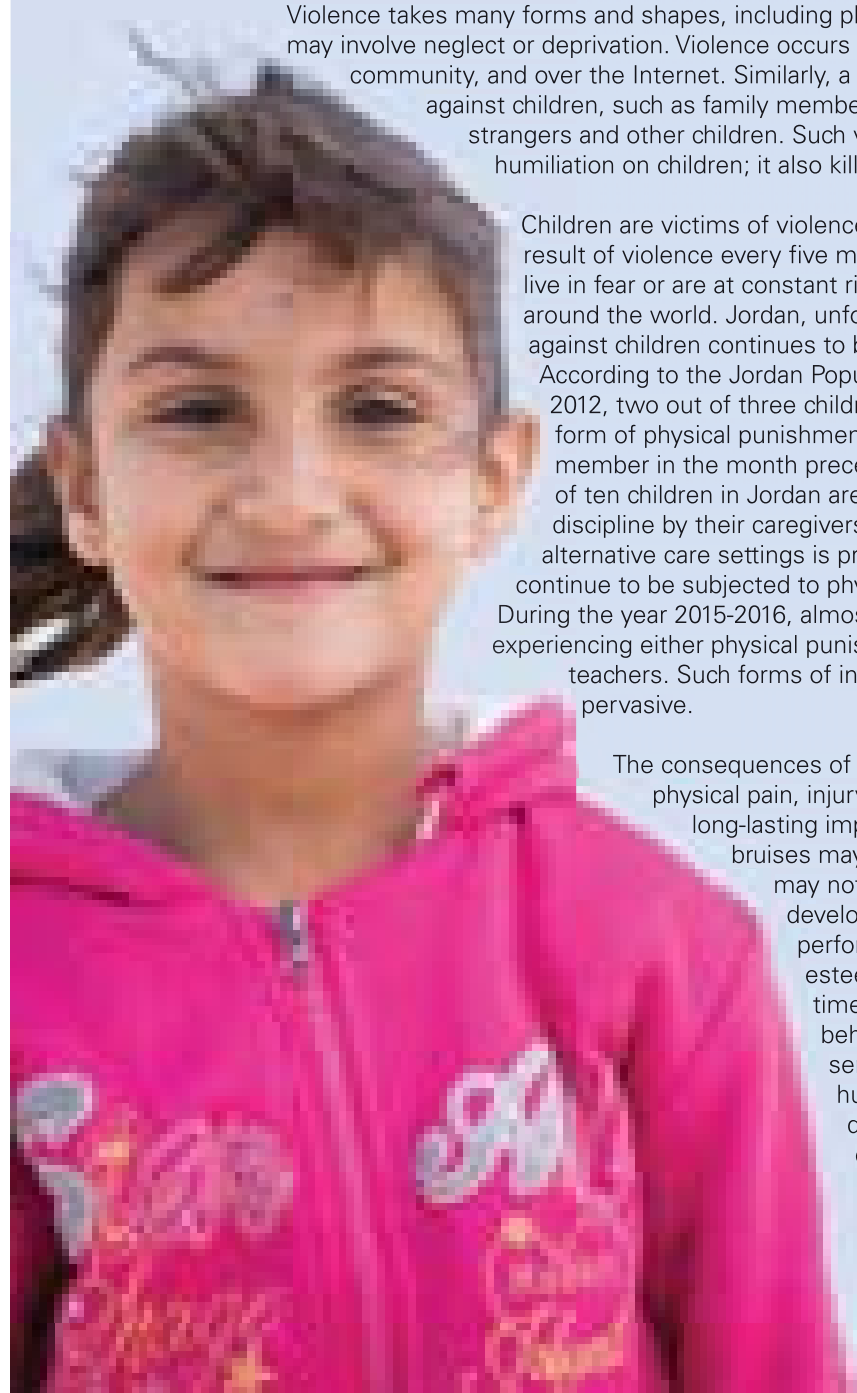
Violence is intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity. The Article 19 of the Convention on the Rights of the Child, to which Jordan is a signatory, asks all countries to take appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. Regardless of the nature or severity of the act, all children have unequivocal right to protection from violence.

Violence takes many forms and shapes, including physical, sexual, and emotional abuse, and may involve neglect or deprivation. Violence occurs in many settings, including the home, school, community, and over the Internet. Similarly, a wide range of perpetrators commits violence against children, such as family members, intimate partners, teachers, neighbours, strangers and other children. Such violence not only inflicts harm, pain and humiliation on children; it also kills.

Children are victims of violence every day and everywhere. A child dies as a result of violence every five minutes. There are millions more children who live in fear or are at constant risk of physical, emotional and sexual violence all around the world. Jordan, unfortunately, is no exception. In Jordan, violence against children continues to be socially and culturally widely accepted.

According to the Jordan Population and Family Health Survey conducted in 2012, two out of three children in Jordan were subjected to at least one form of physical punishment by their parents or other adult household member in the month preceding the study. The same study found nine out of ten children in Jordan are subjected to one or another form of violent discipline by their caregivers. While corporal punishment in schools and alternative care settings is prohibited under the Jordanian law, children continue to be subjected to physical and verbal violence in both the settings. During the year 2015-2016, almost one-third of the children self-reported experiencing either physical punishment or verbal violence in schools by their teachers. Such forms of interpersonal violence are the most common and pervasive.

The consequences of violence against children may not only lead to physical pain, injury or even maiming but also has serious and long-lasting impact on children's lives. The physical wounds or bruises may disappear but the mental and emotional scars may not. Violence, in any form, hampers children's development, their learning abilities and school performance, provokes among them low self-esteem, emotional distress and depression, and at times, leads to risk taking, self-harm and aggressive behaviours. Moreover, violence carries with it serious economic costs for society, reducing human capacity and compromising social development, manifested in school dropouts, child labour, and persistent poverty. There



is now irrefutable evidence on the harmful consequences of physical punishment and its direct correlation with increased tendency, among girls and boys, to run away from home, lose interest in education, take drugs or alcohol, dropout of school, or commit suicide, as well as increased tendency to be irritated, stubborn or be rude to others.

The Committee on the Rights of the Child in its concluding observations of 2014 on the combined fourth and fifth periodic reports by Jordan raises a number of concerns over the state of violence against children in the country. The Committee shows serious concerns over the issues of marriages of underage girls, violence in schools, corporal punishment, so-called honour crimes, discrimination and vulnerability of street and refugee children, domestic child abuse, child labour and child trafficking among others. On several places the Committee in its concluding observations calls for awareness-raising and social mobilization programmes, especially on the harmful physical and psychological effects of corporal punishment “with a view to changing the general attitude towards that practice, and promote positive, non-violent and participatory forms of child rearing and discipline.”

In Jordan, there is now recognition among all sections of the society that violence against children can no longer be tolerated. Protecting children from abuse, exploitation and different forms of violence is at the heart of UNICEF’s mandate in Jordan. UNICEF, along with its partners, has taken a range of measures to end violence against children in Jordan in any form or at any settings, be it home or school, or as part of the penal system or in alternative care context or if it is in situations of employment, or on street. Tackling violence, however, requires a holistic and multifaceted response targeting the legal and policy framework, social norms, local systems, parent and teacher capacity and the scale-up of prevention and response services. Ending violence against children requires addressing underlying causes and changing attitudes, norms and practices among individuals and communities that condone, accept and lead to such behaviours. Communication for Development is a central element needed to promote positive behaviours and social change leading to improvements in protection of children. By changing behaviours and influencing social norms, it is possible to ignite change and promote a culture of peace and a protective environment for children at home, in the community and beyond.

Given this context, UNICEF Jordan and the National Council for Family Affairs (NCFA) have developed a comprehensive inter-sectoral Strategy with an aim to influencing positive attitudes and behaviours to reduce violence against children at institutional, individual and community levels. The Strategy can only have lasting and wide-ranging impact if it is implemented in a collaborative manner drawing upon strengths and resources of all potential partners. As part of the Strategy, UNICEF Jordan together with the NCFA have also assisted partners in developing integrated action plans and providing them with resources and platform to jointly contribute towards ending violence against children in Jordan. Action plans reflect strengths of each of the partner. UNICEF and the NCFA are calling upon all partners to join hands and, in particular, requesting their support and commitment for a successful implementation of this Strategy.



V. EXECUTIVE SUMMARY

The Strategy – Changing Norms and Social Behaviours to End Physical Violence Against Children in Jordan – is based on UNICEF’s fundamental conviction that all children have the right to be protected from all forms of physical or mental violence, injury or abuse. The Strategy is national in its outlook and covers the period from 2019 to 2021. In both design and implementation, the Strategy enshrines the principles of rights-based approach to communication, local ownership and capacity strengthening, participation and empowerment of children, equality and mainstreaming of gender, and sustainability and effectiveness of development initiatives. The Strategy is based on the understanding that a multifaceted response is needed to tackle violence holistically and for a sustaining change. The Strategy, therefore, is comprehensive in nature and draws on strengths and resources of all partners through an integrated and cross-sectoral approach.

The overall goal of the Strategy is to contribute towards ending violence, in particular its physical form, against children in Jordan. Its specific objectives are to make corporal punishment prohibited in all settings and to halve its use, for girls and boys, in homes and schools. The Strategy also sets the objective of reducing incidents of bullying and physical attacks among children by half, both in schools and areas of recreation. To support and sustain these objectives, the Strategy also aims to build demand of available protective and support services, establish need for a statistical system on child rights for improved planning and response and strengthen capacity of partners in use of communication for development strategies for realisation of children’s rights in general and more specifically to support efforts to end physical violence against children in Jordan.

To achieve the abovementioned objectives, the Strategy takes guidance from the recommendations of the United Nations Secretary-General’s Study on Violence Against Children, and applies the implementation framework based on UNICEF’s Six Strategies for Action and INSPIRE’s Framework. Accordingly, capacity strengthening is a crosscutting approach in the Strategy. The Strategy places great importance to approaches that could challenge and alter the prevailing cultural and social norms supportive of physical violence against children in Jordan. The situational analysis also shows that one of the most pressing challenges in Jordan to end physical violence against children is transformation required in norms and cultural practices that condone, accept and even perpetuates such behaviours. The Strategy, therefore, has put a great deal of focus on building a protective environment by addressing the underlying causes that underpin violation of children’s right to be free from any form violence, abuse and exploitation. The Strategy’s basic philosophy is to create safe spaces for children in classrooms, homes and in recreational areas. The Strategy also contains distinct sets of approaches to generate demand for existing protection and support services to better respond to instances of violence. For creating an enabling environment, the Strategy includes approaches to establish a need for a statistical system on child rights and a comprehensive legislation to prohibit the use of corporal punishment in all settings.

The strategic approaches and activity-sets are designed in view of every participant group, namely children, parents and caregivers, youth, teachers, child protection workers, parliamentarians, and administration. In addition to active media engagement, developing partnership and harnessing networks of action, the Strategy uses multimedia approaches to reach, directly or indirectly, to an estimated two million parents, 1.5 million children and 80,000 teachers. The Strategy also plans to use the extensive networks of Makani and community-based centres and other existing structures of outreach, i.e. mosques, seminaries, health facilities and public places. The Strategy also envisages engaging the vibrant private sector in Jordan, especially the telecom sector, to benefit from their nationwide reach and knowledge in commercial use of conventional and digital media. The Strategy is to be implemented jointly and supported with integrated work planning.

Sustainability is one of the central pillars of this Strategy. While the communication sphere itself plays a key role in reinforcing this principle by facilitating behavioural change, empowering people to act and catalysing social change, a number of initiatives aspire to continue and sustain beyond the life of the Strategy. The Strategy also elaborates in detail the structural and institutional measures needed for an effective and coordinated implementation of its activities.

The Strategy contributes to the overall aspiration of UNICEF in Jordan to ensure that every child is protected from violence and exploitation. In order to achieve this end, UNICEF, along with its government counterparts and partner organisations, has the aim of ensuring improved and equitable prevention of and response to violence, abuse, exploitation, and neglect of children by 2022 in Jordan. This Strategy serves as a key milestone and steppingstone in achievement of this aim.



1. Introduction

Children are victims of violence every day and everywhere. A child dies as a result of violence every five minutes. There are millions more children who live in fear or are at constant risk of physical, emotional and sexual violence all around the world.¹ Violence manifests in many forms and in every setting, including those where children should be safest such as in schools, care institutions and at home. The report on Global Survey on Violence Against Children mentions some of these many forms of pervasive violence as neglect, physical and emotional violence, sexual abuse, rape, trafficking, torture, inhuman and degrading treatment or punishment, forced and child marriage, acid attacks, killings in the name of honour, forced begging, bonded labour and many other forms.² The United Nations Study on Violence Against Children confirms this grim reality that “violence exists in every country of the world, cutting across culture, class, education, income and ethnic origin. In every region, in contradiction to human rights obligations and children’s developmental needs, violence against children is socially approved, and is frequently legal and State-authorised.”³

Unfortunately, Jordan is no exception. The Committee on the Rights of the Child in its concluding observations of 2014 on the combined fourth and fifth periodic reports by Jordan raises a number of concerns over the state of violence against children in the country. The Committee shows serious concerns over the issues of marriages of underage girls, violence in schools, corporal punishment, so-called honour crimes, discrimination and vulnerability of street and refugee children, domestic child abuse, child labour and child trafficking among others. On several places the Committee in its concluding observations calls for awareness-raising and social mobilisation programmes, especially on the harmful physical and psychological effects of corporal punishment “with a view to changing the general attitude towards that practice, and promote positive, non-violent and participatory forms of child rearing and discipline.”

United Nations Children’s Fund (UNICEF), along with its partner organisations, is taking a holistic and multifaceted approach to address the issue of violence against children in Jordan. NCFA, which works under the National Team for Family Protection consisting of representatives from all governmental and nongovernmental organisations, for instance has been putting efforts to reinforce the family protection system at the national level. This includes promoting partnership and improving coordination among all concerned institutions related to the family protection system on developing policies, amending legislations, and implementing programmes to improve child

1 #ENDviolence

2 Toward a World Free From Violence - Global Survey on Violence Against Children, Office of the Special Representative of the UN Secretary-General on Violence Against Children, 2013.

3 United Nations Study on Violence Against Children, 2006

protection services. Such efforts are aimed at bringing reforms in and advocating for child rights-based legal and policy frameworks, improving local systems, strengthening capacity of parents, teachers and caregivers, scaling-up prevention and response services, and influencing social norms that either condone, justify or even encourage such behaviours. One of the three key strategic approaches of UNICEF is to increase capacities of children, families and communities by promoting positive practices to prevent and respond to violence against children.

In 2009 UNICEF initiated a large-scale campaign – Ma'An (Together) Towards a Safe School – with an aim to promote new disciplinary methods and advocates to end societal tolerance of violence in schools. The campaign was launched in close collaboration with the Ministry of Education (MOE), the Office of Queen Rania Al Abdullah and nongovernmental organisations (NGOs). The campaign also aimed at reducing the number of boys and girls subjected to physical and verbal violence in schools and increasing the use of positive alternative measures by 2014. The results of the campaign show an impressive average decline of 28 per cent in physical violence, close to the anticipated 30 per cent reduction. The decrease in verbal violence, at 15 per cent, is also significant.

While successful in terms of achieving stated results, Ma'An Campaign and other similar efforts in the past have all addressed parts of a larger problem.

The widespread cultural acceptance of corporal punishment and use of violence in schools and at home still remains a key challenge. In view of this, UNICEF together with its partners designed this strategy to address violence directed not just from teachers on students, but beyond, to include physical violence against children perpetrated by anyone and anywhere. The aim is to address the problem holistically and broaden the previous focus mostly on schools and teachers to also cover violence against children in all settings.

This Strategy to Change Norms and Behaviours to End Physical Violence Against Children builds upon the lessons and successes of the past two decades of efforts. It strives to broaden the scope and further intensify efforts to empower people, particularly vulnerable groups, to participate in shaping decisions to ameliorate their own wellbeing through the use of a variety of communication approaches. Additionally, the Strategy complements and draws on efforts aimed at preventing violence against children which were implemented at the national level.

1.1: Outline of the Strategy

The next section of this Strategy provides a comprehensive and detailed mapping of the situation in Jordan from the perspective of physical violence against children. It is based on stocktaking of existing programs and policies and a review of published and available literature on physical violence against children. It also includes capacity assessments of partners and a review of past best practices and successes. Importantly, it brings to the fore facilitators and barriers to social and behaviour change to end physical violence against children. It also maps the current media milieu to aid selection of a media-mix for effective implementation of the Strategy.

Based on situational mapping, Section-3 states the overall goal of the Strategy and lists specific objectives to be achieved for addressing the issue of physical violence against children in Jordan. In view of the overall goal and established objectives and based on the situational analysis, Section-4 describes key participant groups at various levels of ecology for bringing the desired change. It also includes relationship mapping amongst identified and prioritised participant groups, as well as their politico-economic and psychographic analysis. In order to bring change in norms and practices at the societal level, and for strengthening the protective environment at individual, interpersonal, community and policy levels, Section-5 puts forth theoretical underpinnings and the pathway to change. It also identifies and operationalizes social and behaviour change theories at each level of change. Section-6 describes the implementation framework and its application in conceptualisation, design, implementation and evaluation of the Strategy. The conceptualisation and development of the Strategy is based on key normative principles that are also to govern its implementation. These principles are primarily driven from the Common Country Assessment

(CCA), the United National Assistance Framework (UNAF) and from the consultative meetings held with government counterparts, program partners and other stakeholders. The foundation for the Strategy is based on the United Nations (UN) approach to development programming. These guiding principles are elaborated in Section-7. Within the overall theoretical paradigm and as per the implementation framework, Section-8 describes in detail the broader strategic approaches and within them main activity-sets to be implemented for achievement of established goal and objectives. Section-9 presents the strategic communication plan in view of the intended social and behaviour change communication outcomes. It determines and describes the combination of communication strategies to be used for each identified and prioritised participant groups to be engaged as partners, mobilised, oriented or empowered. It lists and describes the communication activities, key promises, material and media resources, and the mix of communication channels as per the main participant groups. Section-10 contains the monitoring and evaluation (M&E) plan for measuring, analysing, interpreting and reporting on the impact of the Strategy in useful, timely and accurate manner to all the stakeholders. The M&E plan is intended to measure impact and outcomes tied to key objectives and specified indicators and targets, while monitoring activities as per the agreed plan. The last two sections respectively provide considerations made for sustainability of outcomes and the management and coordination required in effective implementation of the Strategy.

1.2: The Process of Strategy Development

The process of strategy development started in May 2017 with the finalisation of the inception report. As a first step, a literature review was carried out to ascertain the state of physical violence against children and to take stock of major programs, policies and partners addressing protection related issues in Jordan. The first round of the literature review laid o the foundation for an in-depth capacity assessment and consultative exercise conducted from May 31 – June 7, 2017 with 19 partner organisations. Based on an assessment of the partner organisations and first-hand knowledge of the challenges and issues in addressing physical violence against children in the context of Jordan, a second and detailed literature review was conducted. On July 25, 2017 a high-level roundtable meeting was held with key stakeholders to present the broad contours the Strategy as inter-sectoral and for soliciting their inputs on the main objective of the Strategy. Also, from July 25 – 27, 2017, a workshop was held on C4D for the partner organisations in which violence against children in Jordan was discussed as a case study. The inputs from the workshop were also used to produce the first draft of the Strategy in September 2017, which was shared with partners for their review and feedback. A validation meeting and action planning took place in December 2017 and supporting material and tools were developed subsequently. The printed draft of the Strategy was individually presented to each government counterpart in December 2017. The Strategy was finalized in early 2018 to cover an initial period of three years from 2019 to 2021.



2. Mapping of the Situation

United Nations Children's Fund (UNICEF) defines violence against children in line with article 19 of the Convention on the Rights of the Child as "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" ...that can take place anywhere in "homes, schools, orphanages, residential care facilities, on the streets, in the workplace, in prisons and in places of detention."

In this section, available evidence is used to ascertain the extent of violence against children in Jordan. In the context of Jordan, it is important to note that available information on violence against children is increasing but it is still not sufficient and may also be underreported. Evidence shows that more than half of the girls in Jordan, aged 15 to 19 years, who experience sexual or physical violence never tell anyone about the abuse.⁴ This tendency is indicative of under reporting of available figures on violence against children. Often victims do not discuss their experience due to hesitation and fear, as the perpetrator is usually an authority figure or because of shame and stigma associated with such acts. In Jordan, family cohesion and social norms are a priority and individuals who are best placed to identify and report on situations of violence, including service providers, choose not to and consider this an internal issue of a family.⁵ Therefore, available data on scale and severity of violence against children in Jordan may not convey the magnitude of the situation.

Parental violence against children, seconded by corporal punishment in schools,⁶ are the most common forms of violence, children experience worldwide. Drawing on available sources of information, the following passages discuss the scale and severity of physical violence against children in Jordan.

2.1: State of Physical Violence Against Children in Jordan

The latest Global Status Report of 2014 on violence prevention, which focuses on interpersonal violence found it to be substantial in Jordan.⁷ Violence Against Children Study in Jordan, conducted in 2007, was the first comprehensive attempt to look into the extent of violence perpetrated against children in homes, schools and neighbourhoods. The study, in general, reveals that more than half the children in Jordan are punished by schoolteachers and administrators, as well as by parents/legal guardians. This research also finds that more girls are subjected to verbal and nonverbal forms

⁴ Hidden in Plain Sight – A Statistical Analysis of Violence Against Children, 2014, UNICEF

⁵ Situational Analysis, 2017, UNICEF

⁶ 10 Years On: Global Progress and Delay in Ending Violence Against Children – The Rhetoric and the Reality

⁷ Global Status Report on Violence Prevention 2014, WHO, UNODC, and UNDP

of abuse than boys while more boys are inflicted with physical violence than girls by parents, in neighbourhoods or by teachers. Further, violence against children in Jordan is prevalent in all settings and perpetrated by everyone. The study defines mild forms of violence as slapping, pinching, pulling hair, pushing or shoving, twisting arm or leg or sudden outbursts, moderate form as beating, hitting, spanking and kicking and severe as use of rod or other devices such as wires, ropes, cane, biting, burning, scalding or torturous abuse such as making the child kneel on rock salt, and making the child inhale chilli smoke. The severe form of violence primarily comes from teachers followed by parents, while the use of moderate forms inflicted by siblings, teachers and parents is similar (see table 2.1 below).⁸

Table 2.1: Percentage children experiencing physical violence, Jordan 2007⁹

Sources	Mild	Moderate	Severe
Parents	53	24	34
Siblings	49	32	26
Relatives	10	05	05
Neighbourhood Adult	23	12	13
Neighbourhood Children	32	20	27
Teachers	50	27	57
Schoolmates	40	21	18

The study finds that girls are more susceptible to physical violence from their siblings or about the same level from their peers when compared with boys. Girls, however, are subjected to severe form of violence from their teachers the most. Boys, on the other hand, are generally facing more physical violence than girls inside their homes, neighbourhoods and in schools (see table 2.2 below). The study finds that children are mostly subjected to physical violence by their parents and teachers due to poor academic performance, disciplinary issues or because of minor mistakes. This is the case with more than half of the children. The study further finds that the most commonly used coping mechanisms by children when subjected to physical violence are self-defence or avoiding conflict, which can result in further perpetuating violence and an environment of fear.¹⁰

Table 2.2: Percentage boys and girls experiencing physical violence, Jordan 2007¹¹

Sources	Mild		Moderate		Severe	
	Boys	Girls	Boys	Girls	Boys	Girls
Parents	60	46	33	16	42	25
Siblings	37	62	25	39	20	32
Relatives	13	07	07	03		05
Neighbourhood Adult		23	18	7	19	8
Neighbourhood Children		32	23	18		27
Teachers	60	40	40	14	67	46
Schoolmates	35	44	22	20	20	17

A study of the relationship between gender and physical punishment conducted in nine countries, including Jordan, finds two out of three girls and four out five boys experience mild form corporal punishment from their parent, i.e. spanking, hitting, or slapping with a bare hand; hitting or slapping on the hand, arm, or leg; shaking, or hitting with an object. The study that conducted interviews with 4,000 mothers, fathers and children aged 7-10 also shows that 21% of girls and 31% of boys experience severe corporal punishment, i.e. hitting or slapping the child on the face, head, or ears, or beating the child repeatedly with an implement, by someone in their household in the month

8 ibid
9 ibid
10 ibid
11 ibid

preceding the survey. It finds corporal punishment for boys to be the highest in Jordan, only after Kenya, among the nine countries where they survey was conducted. This research also reveals an equally worrisome situation for Jordanian girls. Physical violence against children is well above the average for both boys and girls in Jordan, especially as high as two times more than the average for severe corporal punishment. The study shows mothers are slightly more likely to use violent forms of disciplining than fathers and boys as compared to girls are subjected to more violence by their parents. The results of the study also indicated no significant difference between children and their parents on reporting of use of physical violence for disciplining purposes. These findings are very similar to the ones reported by Violence Against Children Study in Jordan conducted in 2007 (see table 2.3).¹²

Table 2.3: Percentages of parents reporting two types of corporal punishment one month preceding the survey, by country, 2010¹³

Countries	Mild		Severe	
	Girls	Boys	Girls	Boys
China	48	60	10	15
Colombia	68	63	15	4
Italy	61	66	12	23
Jordan	66	80	21	31
Kenya	82	97	61	62
Philippines	71	77	9	8
Sweden	9	6	0	0
Thailand	58	72	5	3
USA	38	36	4	5

Child discipline is also covered in the latest Jordan Family and Health Survey conducted in 2012. Its findings corroborate the Violence Against Children Study in Jordan conducted in 2007. The survey reports that almost two-thirds (65.8%) of the children reported any physical punishment and one-fifth (20.3%) severe physical punishment in the month preceding the study by their parent or any other adult household member. Overall, nine out of ten children (89.4%) reported experiencing a violent disciplining method. This contrasts with the finding that less than a quarter (22.8%) of parents are of the opinion that children need to be physically punished. Violence against children is comparatively higher, the survey reports, among younger children, those living in the north and central regions or residing in camps, whose head of the household does not have higher education and in families who belong to low levels of wealth quintiles (see table 2.4 below).¹⁴

Table 2.4: Percentage of children age 2-14 who experienced various methods of disciplining during the month before the survey, according to background characteristics, Jordan 2012¹⁵

	Only non-violent discipline	Psychological aggression	Any physical punishment	Severe physical punishment	Any violent discipline method
Male	7.6	88.0	68.9	22.4	90.4
Female	8.3	86.0	62.6	18.0	88.4
Total	8.0	87.0	65.8	20.3	89.4

A report by UNICEF – Hidden in Plain Sight – released in 2014 makes use of available evidence compiled from a selection of sources, to describe what is currently known about global patterns

¹² Lansford, Jennifer E., "Corporal Punishment of Children in Nine Countries as a Function of Child Gender and Parent Gender," International Journal of Paediatrics, 2010

¹³ Ibid

¹⁴ Jordan Population and Family Health Survey 2012, Department of Statistics and ICF International.

¹⁵ Ibid

of violence against children. The report employs the latest available data from the Demographic and Health Survey for Jordan and where available for other countries. In terms of violent discipline, in the region, Jordan ranks the worst. Overall, comparable data provided in the report from 62 countries ranks Jordan at 14 in terms of the use of violent disciplinary practices (see table 2.5).¹⁶

Table 2.5: Percentage children, 2 to 14 years age, experiencing violent discipline in the past month at home in Jordan and nearby countries, 2005-2013¹⁷

	Egypt	Iraq	Jordan	Lebanon	Palestine	Syria
Physical punishment	82	63	67	56	76	78
Any violent discipline	91	79	90	82	93	89

As the result of the Ma'An Campaign, the rate of physical and verbal punishment in schools appears to be decreasing since the launch of the initiative. As per the latest available figures collated for the academic year 2015-2016 through the Campaign's online survey, physical violence has come down from 40.3% in 2009 to 10.9% and verbal violence from 44.8% to 18.4% in public schools, including community schools catering to Syrians refugees (see table 2.6).

Table 2.6: Percentage children in participating schools in Ma'An Campaign experiencing verbal and physical violence from teachers, 2009-2016¹⁸

	2009	2010	2011-12	2012-13	2014-15	2015-16
Verbal violence	44.8	38.2	33.4	25.1	20.4	18.4
Physical violence	40.3	29.3	20.9	15.6	12.8	10.9

The available information on bullying and physical attacks in schools among children is very limited. In general, the Violence Against Children Study in Jordan reported that approximately 15 per cent children stayed out of school at least once a year because of the fear of being bullied or physically attacked. The study further finds that around one third of school-going children are abused daily by their schoolmates. As per the information collected from frontline workers in Makani Centres, 63% children receiving support reported being bullied by other children. A small-scale study of Jordanian schools in Amman among 920 sixth graders found 47% prevalence of bullying, and significantly more among boys than girls.¹⁹ As per the Jordan – Global School-based Student Health Survey conducted in 2007, 41.6% of students reported being bullied during the past 30 days preceding the survey. The survey, which was conducted with more than 2,000 students, finds types of bullying ranging from being hit, kicked, pushed, and shoved around to getting locked indoors. The survey also shows male students are significantly more likely to be bullied than female students.²⁰ Recent trends show that violence and bullying against children in host communities with Syrian refugees and towards Syrian refugee children is comparatively higher. As compared to their Jordanian peers, about 70% Syrian students experience bullying or ridicule in schools in Jordan.²¹

Bullying and physical attacks in schools in Jordan has been historically high.²² The issue of bullying and incidents of physical attacks among children has been further aggravated due to the Syria crisis and influx of refugees in Jordan. Global evidence also indicates that drivers of school violence and bullying are often based on differences, i.e. disability, gender, social status, or ethnic, linguistic, cultural differences.²³ A report by United Nations Educational, Scientific and Cultural Organization

¹⁶ Hidden in Plain Sight – A Statistical Analysis of Violence Against Children, 2014, UNICEF

¹⁷ *ibid*

¹⁸ Ma'An Campaign Online Survey

¹⁹ Al-Bitar, Zaid B., et al., "Bullying Among Jordanian Schoolchildren, its Effects on School Performance and the Contribution of General Physical and Dentofacial Features," American Journal of Orthodontics & Dentofacial Orthopedics, Vol. 144, No. 6 (2013): 872-878.

²⁰ Global School-based Student Health Survey, World Health Organization, 2007

²¹ Running on Empty: The Situation of Syrian Children in Host Communities in Jordan, UNICEF, 2016

²² See: Ohsako, T. (ed.) Violence at Schools: Global Issues and Interventions (Paris: International Bureau of Education, UNESCO, 1997)

²³ School Violence and Bullying: Global Status Report, UNESCO, 2017

(UNESCO) confirms this emerging dynamic and highlights the issue of Syrian boys and girls facing blatant discrimination and bullying in Jordanian schools.²⁴ The issue of school violence and bullying is taken up in more detail in the subsequent section.

In general, evidence points to more than half to two-thirds of the children in Jordan experiencing physical violence, mostly from their parents, and in the case of boys it is as high as 80%. Nine out of ten children in Jordan experience any violent discipline method. Comparatively also, Jordan fares among the worst countries in the region. As the result of the Ma'An campaign, the violence against children in schools has been considerably reduced. It is, however, yet to be seen if the results of the Ma'An campaign are sustainable. The available evidence, though limited and varying in methodology and scope, confirms high level of physical violence against children in Jordan. Hence, with support from the Ministry of Education, UNICEF is developing a strategy to sustain the results achieved through the Ma'An Campaign, especially in terms of institutionalisation of programmes for prevention of violence in classrooms and schools.

2.2: Beliefs, Attitudes and Practices Concerning Violence Against Children

The Violence Against Children Study in Jordan finds that almost half of the parents consider corporal punishment an important and effective disciplinary method and more than half of them believe that it is justified in schools. A literature review conducted for UNICEF confirms this prevailing attitude with the latest available information as per the Jordan Households Status Report showing that nearly two-thirds of the households (62%) believe that teachers have the right to physically punish children.²⁵ The Violence Against Children Study also finds violence to be primarily perpetrated by an authority figure whether at home or at school.²⁶ One of the key recommendations of the study is to transform attitudes that condone or normalise violence against children and its acceptance as a disciplinary method. The study also recommends strengthening capacities of those who work or care for children to prevent, detect and respond to violence against children.²⁷ Table 2.7 provides comparative data from multiple sources on the belief among parents on the necessary use of corporal punishment to rear children. The data suggest that at minimum one out of every five parents believe that corporal punishment is necessary and helpful in rearing children.

Table 2.7: Percentage of parents who believe corporal punishment is necessary to rear children, multiple sources

Source	Population and Family Health Survey, 2012	Lansford et al., 2010	Violence Against Children Study in Jordan, 2007
Respondents	Ever married women, 15-49 years	Parents, aggregate	Any parent
Child need to be physically punished	22.8	17.0	58.4

The Violence Against Children Study in Jordan not only shows the perceptions of parents regarding the use of corporal punishment, but the circumstances in which it is justified. The study reports that parents believe that physical violence against children is justified if a child refuses to perform a task he/she has been assigned (81.8 per cent), steals something (67.9 per cent), constantly argues with siblings (67.3 per cent), disobeys adults (65.9 per cent) or has poor academic performance (65 per cent). As for schools, parents believe that teachers are justified using corporal punishment if a child is fighting with other students (77.6 per cent), stealing from another child (72.2 per cent), disobeying the teacher (63.6 per cent), leaving the classroom without the teacher's permission (61.7 per cent) and having poor academic performance (58 per cent).²⁸ Importantly, the evidence indicates many

²⁴ The Future of Syria: Refugee Children in Crisis, UNHCR, 2013

²⁵ A Desk Review of the Situation of Children in Jordan, 2016, UNICEF

²⁶ Violence Against Children Study in Jordan, 2007, UNICEF

²⁷ *ibid*

²⁸ *ibid*

more children in Jordan are subjected to physical or violent forms of punishment even when adults in the household do not think it is a necessary form of discipline.²⁹ While this situation presents a window of opportunity to build upon negative preferences among adults on use of physical violence, it could also pose a challenge as children may be subjected to physical punishment under the influence of societal norms or as a necessary and prevailing disciplinary method.

Available evidence indicates that parents and other caregivers are the most commonly cited perpetrators of physical violence against children in Jordan.³⁰ Importantly, over 70 per cent of girls and women subjected to physical violence in Jordan who sought help reported that they looked to their own families for assistance. After the victim's own family, in-laws and/ or family members of the victim's husband or partner were the second most commonly reported source of support.³¹ Also, while the age group 5 to 9 years experienced more violent forms of disciplining (93%) than any other age groups (90% among 2 to 4 years old and 88% among 10 to 14 years old) this difference is only slight.³² Evidence also indicates a high level, nearly 40%, of physical attacks reported by children in Jordan. A physical attack is characterised by the use of force against a passive recipient. In some cases, an attack may be provoked by something that was said or done by the victim; in others, it could be unprompted. An individual or a group, with or without the use of weapons, can carry out such attacks. While in other countries boys are more likely to report physical attacks this difference in Jordan between boys and girls is insignificant. In contrast, boys are more than two times likely to be engaged in physical fights than girls in Jordan.³³

A Gender Analysis and Assessment conducted in 2012 for United States Agency for International Development (USAID) on Jordan highlights several attitudinal and behavioural reasons for physical violence against children. The report argues that parents, especially fathers, have little oversight of the disciplinary issues of boys until it becomes a major problem and they react hastily and often violently. The report also points to a belief among teachers and administrators that physical punishment is helpful and therefore acceptable. The report also suggests that as boys get older they typically face less interest for academic achievement from their parents and this attitude puts additional pressure on teachers who apply violence in the hope of better performance.³⁴ The periodic Situational Analysis conducted by UNICEF also confirms this; young children in Jordan are primarily treated as a mother's responsibility, with the father less involved, particularly in the early years of the child's life. Societal norms around the role of male caregivers in families have resulted in fathers maintaining a distant and authoritative role in rearing children.³⁵ As a result, a father has a limited presence in his children's life and his role is limited to that of exercising of punishments.³⁶

The Gender Analysis and Assessment report also highlights the challenges associated with capacities of parents and teachers who, out of frustration or habit, continue to use violent forms of disciplining to maintain control. The report recommends that creating knowledge and skills on nonviolent communication and positive approaches to disciplining would aid in ending violence against children.³⁷ The literature review conducted for UNICEF also highlights that violence in schools continues due to educators' difficulties of controlling crowded classrooms, inadequate communication and dialogue between teachers and students, and poor oversight and punishment for teachers who perpetrate violence.³⁸

The above findings are corroborated by the first year's qualitative evaluation of the Ma'an Campaign conducted by UNICEF in 2011. The evaluation also showed that the involvement of parents in their children's academics and behavioural progress is negligible. The evaluation also highlighted that the issue of violence in one place perpetuated violence in other settings too, as teachers found it

29 Hidden in Plain Sight – A Statistical Analysis of Violence Against Children, 2014, UNICEF

30 *ibid*

31 *ibid*

32 *ibid*

33 *ibid*

34 USAID/Jordan: Gender Analysis and Assessment, 2012, The Global Health Technical Assistance Project

35 Situational Analysis, 2017, UNICEF

36 Harmsen, E., Islam, Civil Society and Social Work: Muslim Voluntary Welfare Associations in Jordan Between Patronage and Empowerment (Amsterdam: Amsterdam University Press, 2008)

36 Araj, Sharon K. and Carlson, J., 2001

37 USAID/Jordan: Gender Analysis and Assessment, 2012, The Global Health Technical Assistance Project

38 A Desk Review of the Situation of Children in Jordan, 2016, UNICEF

hard to practice positive alternative approaches to disciplining students who have to face violence at home. The evaluation also reported that parents themselves were also asking teachers to use violence against their children to discipline them, which shows not only its acceptance but also a belief that it is helpful. This was also true for teachers, who still believe in the use of violence as a means to discipline children, citing justifications from religious, cultural and social heritage.³⁹

In Jordan, religion is also used as a pretext for corporal punishment. The hadith (sayings and doings of Prophet Mohammad), which is often cited to support physical punishment of children, is “Order your children to pray at the age of seven, and beat them [lightly], if they do not do so by the age of ten.”⁴⁰ It is argued that it is this and similar constructs of parenting children, so they develop into upstanding and religiously active adults, that many Muslims interpret the use of corporal punishment to be encouraged by their belief system.⁴¹ Another extreme example of intersection between the religious belief system and violence is of honour crimes. In Jordan, attempts to legislate stronger penalties for honour murders have been vehemently opposed by tribal leaders and religious groups asserting that honour killings are part of Islam’s code, whereas the state’s religious establishment stated they were a remnant of pre-Islamic Arab tribalism and not connected to Islam.⁴² In Jordan, the relationship between a parent and child follows the traditional Arab approach. The principle technique of child rearing is shaming and the learning process emphasises physical punishment and rote learning rather than persuasion and reward.⁴³

In Jordan, social norms that perpetuate exercise of power and male domination in taking disciplinary actions instigate the use of violence in homes. While more evidence is needed, family violence may also be increasing due to the conflict between traditional centres of power, i.e. men, religious figures, etc., and modern dynamics in Jordanian society being shaped through the onslaught of media and an increase in access to information and communication sources.⁴⁴ Large parts of Jordan can still be viewed as communal or tribal, and customs and traditions dictate how children should be raised, disciplined or made into a ‘man.’⁴⁵ In general, studies in Jordan have shown that fathers often command deference, rather than encouraging open dialogue in the home.⁴⁶ Research demonstrates that dynamics within the family in Jordan are strongly dictated by patriarchal norms whereby a father abuses everyone, a mother abuses children and male children abuse female children.⁴⁷

The influx of Syrian refugees and, as a result, the burden on existing infrastructure and services has had an adverse impact on child protection (CP) in Jordan. School violence, bullying, harassment and violent attacks among children have increased. It is recognised that although many Jordanians continue displaying kindness and generosity towards Syrian refugees, tensions between the communities— and even within refugee communities—have put refugee children at risk.⁴⁸ Bullying and school violence can take place inside and outside the schools as well as on the way to and from school. Global evidence shows that underlying causes for school violence and bullying include gender and social norms and wider structural and contextual factors, in particular affecting children who are already vulnerable due to other reasons, i.e. poverty, social status, ethnicity, gender, linguistic and cultural differences.⁴⁹ A recent report by Human Rights Watch highlights the issue of violence against children in Jordan aggravated due to the on-going Syrian crisis. Syrian children have increased the pressure on primary schools in intake areas and this poses challenges to ensuring a quality education, and has even stoked inter-communal tension in some towns.⁵⁰ The arrival of large numbers of Syrian refugee children forced Jordan’s Education Ministry to provide education

39 Qualitative Evaluation Study of Ma’an Campaign, 2011, UNICEF

40 Sunan Abu Dawood, Book 2, Kitab Al-Salat, Hadith 495

41 Holden, George W. and Ashraf, R., “Children’s Right to Safety: The Problem of Corporal Punishment in Pakistan,” in Sibnath Deb (ed.) *Child Safety, Welfare and Well-being: Issues and Challenges* (New Delhi, Springer, 2016)

42 Kulczycki, A. and Windle, S., “Honor Killings in the Middle East and North Africa,” *Violence Against Women*, Vol. 17, No. 11 (2011): 1442-1464

43 Harmsen, E., 2008

44 Araj, Sharon K. and Carlson, J., 2001

45 *ibid*

46 A Desk Review of the Situation of Children in Jordan, 2016, UNICEF

47 Araj, Sharon K. and Carlson, J., 2001

48 *The Future of Syria: Refugee Children in Crisis*, UNHCR, 2013

49 *School Violence and Bullying: Global Status Report*, UNESCO, 2017

50 “We’re Afraid for Their Future” Barriers to Education for Syrian Refugee Children in Jordan, Human Rights Watch, 2016

for Syrian students at primary schools during afternoon shifts. This has put teachers under strain with larger class sizes without additional training or provision of resources. This has further contributed to a pre-existing problem of corporal punishment and school violence.⁵¹ UNICEF reports, in the year 2016 alone, 1,600 Syrian children dropped out of schools due to bullying. Overcrowded classrooms, students with different levels of education in the same class and some having experienced a period out of school or trauma, less experienced teachers who have been put under additional burden, prejudice, discrimination and misperceptions have all contributed to increasing school violence and bullying against children in Jordan in general and against Syrian refugee children in particular.

One of the most pressing challenges for ending violence against children in Jordan is to transform the norms and cultural practices that condone, accept and even perpetuate such behaviours. There is a need to build a protective environment by addressing the underlying causes that underpin the violation of a child's right to be free from any form of violence, abuse and exploitation.

2.3: Programmes and Policies on Violence Against Children in Jordan

Policies and programs concerning violence against children are dispersed and shared among several pieces of legislations and institutions in Jordan. While in discussion, Jordan is yet to legislate a comprehensive Children's Rights Bill embodying rights and principles enshrined in the Convention on the Rights of the Child. In this respect, NCFA is currently working in cooperation with UNICEF and other partner organisations in developing a comprehensive law on Child Rights. Legislations that concern CP, therefore, are drawn from various sources including the Personal Status, the Penal Code, the Juvenile Justice, the of Criminal Procedures, Cyber Crime, the Family Protection, and Domestic Violence acts. A comprehensive Children's Rights Law, however, is essential in addressing the issues of violence against children in homes and by caregivers.

Similarly, the responsibility for addressing and responding to the problem of violence in Jordan is distributed among several governmental and nongovernmental organisations. Accordingly, as a national umbrella for the coordination of family programmes, NCFA developed the National Framework for Family Protection Against Violence in 2006, which was approved by the Cabinet in 2009. The aim of this framework was to identify the roles and responsibilities of the agencies dealing with victims of domestic violence, in cooperation with all partners. The Framework was updated in 2016 by NCFA, under the supervision of the National Team for Family Protection. It is considered a reference document for the Country as a whole for protecting families from violence by defining roles responsibilities, authorities and methods to be followed by all concerned institutions. The revised Framework also gives more credence to prevention of violence. While prioritisation among agencies for addressing the issue of violence against children, coordination and joint response, and documentation are some of the many challenges in effective implementation of the Framework, it nevertheless remains a key document to bring together dispersed and disjointed efforts and responsibilities for a coordinated and multifaceted response.

While there have been several pieces of legislation and institutional reforms, i.e. Family Protection Department, introduced by the Government to improve protective environment for children in Jordan, the CP system is lacking a response to address the underlying causes of violence. Preventive and promotional aspects of building a protective environment for children require addressing the deep-seated social norms and cultural practices that encourage and condone such behaviours. Capacity building in effective parenting skills and alternative disciplinary methods remains a key challenge that essentially requires reaching everyone everywhere for bringing about a sustained change.⁵²

51 *ibid*

52 Situational Analysis, 2017, UNICEF

Jordan is among the few Arab countries, which have mainstreamed issues of children's rights and violence against children within formal education, and developed protocols clearly defining the roles and responsibilities of staffers working for institutions involved in handling cases of violence against children. Jordan has also developed procedures and protocols with the Ministry of Health to deal with cases of domestic violence. A specialised unit within the ministry handles issues of violence via a forensic medicine clinic within the Family Protection Department, which provides specialised medical services. A system has been instituted with the Ministry of Education to receive reports on cases of abuse of students at schools through a toll-free hotline and a website. Social workers are appointed to follow-up on abuse issues, and agreements have been signed with civil society organisations to monitor cases of abuse. Also, reporting cases of children's exposure to abuse is mandatory for medical and social workers in Jordan and this has also been advertised online and through pamphlets and posters.⁵³ In cooperation with the Public Security Directorate (PSD), the Higher Council for Persons with Disabilities has also established, an emergency line for the deaf, which allows them to report cases of violence, abuse and emergency through video calls with the Command and Control Centre. Operators at the Command and Control Centre are trained in using sign language to receive and respond to the calls.

One of the most significant efforts to have taken place in the recent years to address the issue of the violence against children is the Ma'an Campaign. Led by the Ministry of Education and supported by UNICEF, the campaign was launched in 2009 to highlight and tackle violence against children in schools, primarily corporal punishment. As part of the campaign, students in selected schools complete a monthly online survey reporting the prevalence of verbal and physical violence and use of positive behaviour management techniques. Forms are completed and submitted to the Ministry of Education relating to cases of violence, and serious cases are also referred to the CP team in UNICEF. As the result of the campaign, the percentage of children who experience verbal or physical violence has fallen from 44.8 per cent (verbal) and 40.3 per cent (physical) in 2009 to 25.4 per cent and 15.8 per cent respectively in the participating school by year 2013-2014. The latest data collected from the online survey where children self-report instances of violence shows that physical and verbal violence has come down to 18.4% and 10.9% respectively in year 2015-16. By building on its successes, the Ma'an Campaign offers lessons and opportunities for reversing societal acceptance of violence against children.⁵⁴

Ma'an Campaign was built upon an important piece of regulation namely the Discipline Instructions in Public and Private Schools No. 1 of 2007, which prohibits punishment in any form in schools. Although, corporal punishment is illegal in schools, alternative care settings and penal institutions, the use of physical violence continues to be widely accepted social and culturally. A literature review conducted on the situation of children in Jordan for UNICEF reports that service providers and those best placed to identify and report on situations of abuse choose not to, often because they prioritize family cohesion and social norms over the rights of the survivor and are hesitant to get involved in "family affairs."⁵⁵

Full prohibition of corporal punishment is still to be achieved, i.e. in home, some alternative care settings and day-care. The legal defence for physical violence against children continues to be on the basis of Article 62 of the Criminal Code and that allows parents "within what is permitted by general custom". Article 62 of the Criminal Code 1960, which has recently been revised, originally stated that the law permits "disciplinary beating of children by their parents in a manner allowed by public customs". The law was amended and now states, "types of discipline inflicted by parents on their children in a way that does not cause harm or damage to children within what is permitted by general custom". This effectively legalizes some level of violent punishment. A report prepared by the Global Initiative to End All Corporal Punishment of Children stresses that the near universal acceptance of corporal punishment in childrearing necessitates clarity in law that no degree or type

53 The Comparative Arab Report on Implementing the Recommendations of the UN Secretary-General's Study on Violence Against Children, 2010, Secretariat General of the League of Arab States

54 Ma'an (Together) Towards a Safe School: Protecting Children from Violence in Jordan

55 A Desk Review of the Situation of Children in Jordan, 2016, UNICEF

of corporal punishment is acceptable or lawful. All corporal punishment, however light and whoever the perpetrator, should be prohibited. While corporal punishment is prohibited in institutions, there is a need to enact laws that prohibit use of physical violence in non-institutional alternative care settings as well, i.e. foster care, places of safety and emergency care.⁵⁶ While the law specifies punishment for abuse of children, the 2016 Human Rights Report highlights gaps in the legal system. The penal code allows judges to give a reduced sentence when the victim's family does not press charges. The report observes that in child abuse cases, judges routinely show leniency in accordance with the wishes of the family.⁵⁷

Another large-scale and long-running initiative implemented in Jordan to improve parenting skills is the Better Parenting Programme. The programme conceived in 1996 engaged both mothers and fathers and provided trainings on the knowledge, skills and practices needed to promote holistic development of children. The programme was scaled up after successive rounds of encouraging evaluation studies and offered in partnership with 13 nongovernmental and governmental organisations through more than 200 community centres. Among the aid material, a set of training videos and booklets was also included. The programme has been able to establish a cadre of early childhood professional in the Ministries of Education, Social Development, Health and Awqaf. More than 130,000 parents and caregivers have acquired knowledge about proper childcare through the program.⁵⁸ The programme does provide a window of opportunity to build on its lessons and mainstream its learning for even wider impact to address violence against children in homes.⁵⁹ To counter the religious pretext for violence against children, the Better Parenting Programme also worked with religious leaders. A booklet "Imam's Guide to Early Childhood Development," was produced on nonviolent parenting skills and included Friday sermons, which contain references from the Qur'an and quotes from the Prophet. The Ma'An Campaign also included religious activities and used mosques as a communication channel to encourage zero tolerance for violence in schools, along with school-based activities, community-based meetings, celebrations and robust media-based coverage to promote a new way of discipline among teachers.⁶⁰

An innovative initiative of UNICEF is Makani – My Space. Makani has the aim to expand learning opportunities for all children not accessing any form of education in Jordan. In addition to learning opportunities, Makani centres also provide life skills training, psychosocial support and outreach services. More than 20 national and international nongovernmental and community-based organisations and partners have been offering an integrated package of services in more than 200 centres nationwide. Through these centres in camps and host communities in Jordan, a package of integrated services is provided to more than 60,000 children across the country.⁶¹ The network of Makani has great potential to provide outreach services to many more children and their parents, both in camps and in host communities.

A comprehensive and multifaceted response to address the issue of violence against children necessitates engaging at different levels of socio-ecology, i.e. individual, family, neighbourhood, community, organisations and society. To date, support for families through home visits and educational programmes have been the predominant strategies with emphasis on provision of services to victims of violence. They are a good starting point for prevention efforts but are unlikely to bring societal change.⁶²

56 Corporal Punishment of Children in Jordan, 2017, Global Initiative to End All Corporal Punishment of Children

57 Jordan 2016 Human Rights Report, 2017, US Department of State

58 Al-Hasan, Suha M., Jordan: Evaluation Report of the Better Parenting Project, 2009, UNICEF

59 Al-Hasan, Suha M., "A Randomised Evaluation of the Better Parenting Programme in Jordan," Early Childhood Matters, June 2014

60 Partnering with Religious Communities for Children, UNICEF, 2012

61 Partnering with Religious Communities for Children, UNICEF, 2012

62 Landers, C., Preventing and Responding to Violence, Abuse and Neglect in Early Childhood: A Technical Background Document, 2013, UNICEF

2.4: Key Partners and Stakeholders

The report compiled by the Secretariat General of the League of Arab States on implementation of the recommendation of the UN Secretary-General's Study on Violence against Children lists NCFA, the Family Protection Department, the Jordan River Foundation and the Ministries of Planning, Education, Social Development, Health and Justice.⁶³ However, on the ground there are many more organisations that have a key role in the prevention of violence against children in Jordan.

For this strategy, a total of 19 governmental, large-scale semi-government and nongovernmental and the private sector organisations working in the field of CP or having relevance to the subject were consulted (see Annex I for the list of interviews). The purpose of the consultations was to identify strengths and opportunities potential partners offered in implementation of the strategy as well as to learn from their experiences and knowledge in the design of this strategy. The consultations were held on the basis of a discussion guideline developed according to the Protective Environment Framework for Children. Originally introduced by Landgren, the Framework broadly consists of, eight elements for creating, or strengthening a protective environment around children. These are Government Commitment and Capacity; Legislation and Enforcement; Culture and Customs; Open Discussion; Children's Life Skills, Knowledge, and Participation; Capacity of Families and Communities; Essential Services; and Monitoring, Reporting, and Oversight.⁶⁴ The main outcomes of an assessment of potential partners on the elements of Protective Environment Framework for Children are provided below.

2.4.1: Knowledge, Life Skills and Competencies

In general, partners consulted for the development of this strategy document were cognizant of the scale and severity of the issue of violence against children in Jordan. Their key competencies were reflective of their mandate, experience and resources. In terms of facility-based networks, the Ministries of Education and Health are key institutions to reach a large number of people on a sustainable basis with outreach campaign and activities. Among private sector organisations, the network and reach maintained by Islamic Center Charity Society (ICCS) is also substantial. Large non-profit nongovernmental organisations, such as Jordanian Hashemite Fund for Human Development (JOHRD), the Jordan River Foundation (JRF), and the Save the Children all have similar structures and community outreach services. The network maintained by the Ministry of Awqaf and Islamic Affairs (Awqaf) and among private sector the clientele of Zain are nationwide and have the potential to reach all strata of society.

In terms of outreach workers, the network of Imams under Awqaf and the community-based structure of MOSD and ICCS are useful resources for community-level engagement activities. In general, all partners consulted for this strategy have implemented promotive and preventive activities for CP through their existing service delivery structures. NCFA, for instance, implemented two campaigns in 2013, namely "Towards Safe Relationships" and "The Internet World Bag". Children Museum also has past experience in developing and implementing life skills education initiatives and material development.

2.4.2: Attitudes, Values and Beliefs

In general, there is an agreement among partners on a violence free society for children in Jordan, both in homes and in schools. However, the existing belief system among religious circles that permits corporal punishment to discipline children in certain circumstances will be a challenge. There is also some level of denial of the prevalence of different forms violence still persisting in schools. The consultations revealed that the issue of violence against children requires that the agenda is set at the national scale, as there has not been any visible effort to construct a positive discourse. Civil society organisations, in general, focus on women in their service delivery and

⁶³ The Comparative Arab Report on Implementing the Recommendations of the UN Secretary-General's Study on Violence Against Children, 2010, Secretariat General of the League of Arab States

⁶⁴ Landgren, K., "The Protective Environment: Development Support for Child Protection," Human Rights Quarterly, Vol. 27 (2015): 214 – 248

counselling activities. There has not been a nationwide initiative to address social norms and deep-seated societal challenges to address the issue of violence against the children. Among the potential partners interviewed, AWQAF, MOSD, and ICCS appear to be among the organisations that are addressing the issue of violence through a structured approach with long-term results.

2.4.3: Policies, Legislations and Regulatory Framework

The partners were aware of and highlighted the need for revisions in the statute that gives parents the right to inflict physical punishment on their children “within what is permitted by general custom.” They were also cognizant of legal provisions against violence and abuse, which are not interpreted as prohibiting all corporal punishment in childrearing. In general, partners are in agreement that the near universal acceptance of corporal punishment in “disciplining” children necessitates a clear statement in the law that all corporal punishment, however “light”, is prohibited and the repeal of all legal defences for its use. In the consultations, Article 20 of the Civil Affairs Law was also mentioned that stipulates “illegitimate” infant is not registered under the parents’ names in a birth certificate, unless a written request is filed by both parents, or by one parent with the support of a final court ruling.” The need for a comprehensive or consolidated Children’s Act in Jordanian law was also highlighted in consultations.

2.4.4: Monitoring, Reporting and Oversight

The Ministry of Health has instituted mandatory reporting on certain acts of violence against women and referred the same to Family Protection Department. The national emergency helpline 911 is also used to report cases of violence. The large non-profit sector organisations working with UNICEF or other multilateral or international organisations are monitoring and reporting their activities based on the prescribed procedures and mechanisms. The organisations and departments providing case management have instituted mechanisms to follow up on the cases. NCFCA is working towards automating its procedures to address the cases of domestic violence, which can also help in reducing violence against children. The consultations, however, revealed the need to establish a formal practice of data gathering on violence against children and also use it for planning and decision making purposes. The data collection and monitoring system established by FPD is useful and can be used for this purpose. In terms of physical abuse, respondents were generally of the view that a clear and comprehensive law that punishes any form of violence used for disciplining children in any setting should be in place. In general, there is a dearth of periodic and regular information collected and used for planning purposes. There is no national periodic study, which is conducted to inform policies and actions to prevent children from violence. The only periodic and national source of information on violence against children is the child discipline module added to the most recent Jordan Population and Family Health Survey, which is also supported by UNICEF. In general, the studies directly conducted by UNICEF are referred to as the main sources of information.

2.4.5: Competencies of Professionals, Professional Standards, Code of Conduct, and Accountability Mechanism

Except commercial sector organisations working in the field of media and advertising, consultations show that no partner has experience of running large-scale multimedia campaigns. The understanding of strategic communication is generally limited among all partners, especially among the government counterparts. Communication in this context is conceived as a function of achieving external communication goals of visibility and recognition. Except Jordan River Foundation and Save the Children, no organisation has a dedicated staff working in the field of strategic communication. From campaigning and strategic communication, the general understanding is community-based sessions in form of lectures or seminars. There has not been any significant work carried out to systematically design, implement and evaluate communication interventions. The Ma’an Campaign was, however, cited among the key initiatives for achieving C4D objectives. There is also little to no knowledge of the local media sector and players among partners.

2.4.6: Structures and Services

The strongest area for most partners is the established structures and community-based provision of services. Almost all partners have some form of a community-based structure of service delivery network or are otherwise partnering with an entity that has such a network. From the organisations consulted, ICCS, Awqaf and MOSD are among the organisations with largest service delivery structures. The utilisation of community centres managed by partners depends on the catchment area and its population density, i.e. the larger and denser the area the more the clientele.

There are several helplines or hotlines established by governmental and nongovernmental organisations in Jordan with varying degrees of functionality and reach. The national helpline 911 maintained by Public Security Directorate is among the most known services, which receives complaints about emergency situations, including cases of domestic violence and child abuse. At least one effort has been made to evaluate the effectiveness of several hotlines managed by potential partners.

However, there is no report available on the capacity and challenges a community center that is maintained by different organisations may be facing. While a few partners have their own radio stations, mostly they rely on community-based networks to reach the catchment population. Most of the partners have helplines or had operated one in the past.

2.4.7: Decision Making Mechanism

The decision making structure among partners is standardised and systemic. Among the concerned Ministries, government departments and semi-government organisations, an entity will be required to play a coordination role. NCFA appears to be best placed for this role, since it has the mandate to coordinate and act as an umbrella organisation, under the auspiciousness of the National Team for Family Protection, for all partners including governmental and non-governmental institutions concerned with protecting families and children from violence. It is important to note that most organisations are based on projects funded by donors and this also sets their priorities and future direction.

2.4.8: Social and cultural norms, practices, traditions and customs

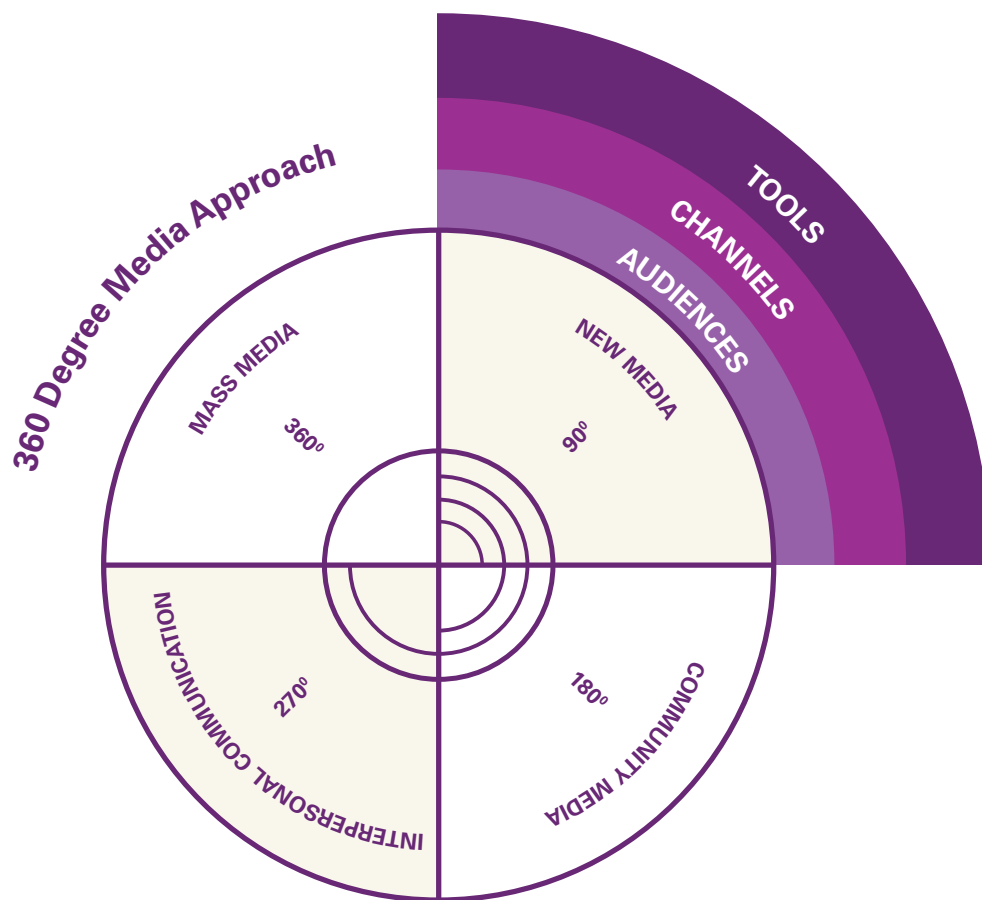
At the community-level, the presence of a network of centres is one of the strongest areas of operation among the partners. The consultations show no partner being experienced in the implementation of programmes aimed at addressing harmful societal and cultural norms, traditions and customs. The community-based service delivery network has allowed potential partners to work with a range of gatekeepers, i.e. elders, imams, and activists. Partnership with media remains however limited.

NCFA formed a network for media professionals in 2009 aimed at addressing child and family protection. In addition to this, Jordan Media Institute (JMI) has an active engagement with media. Commercial organisations, i.e. Zain, by virtue of nature of their operations are closely engaged with media, both paid and earned. Except for television appearances, partners lack experience of working with broadcast media for achieving communication goals. The use of digital media and social media engagement is weak and restricted to Facebook pages and a few posts. Social media has not been strategically used for generating positive discourse, social engagement or for campaign purposes.

2.5: Media Landscape and Media Consumption in Jordan

For the purpose of this Strategy, media landscaping and its consumption is presented based on the 360-degree analysis of the media environment. This 360-degree analysis takes stock of all available media as per their reach and influence on identified participants groups, the most accessed channels of information and effective tools for communication. As per the 360-degree media approach, the media landscape and its consumption is mapped in this section for interpersonal, community, mass and new media (see figure 2.1).

Figure 2.1: 360 Degree Media Approach



2.5.1: Interpersonal Communication

Jordan does not have established community-based networks of health workers or social mobilizers. There are, however, several organisations with large service delivery networks that can be used for interpersonal communication purposes. The Ministry of Health, for instance, has an elaborated facility-based health delivery system. Similarly, the Ministry of Education has nearly 4,000 schools and 80,000 teachers (see table 2.8). In addition, there are several nongovernmental organisations with large networks of community-based centres and volunteers. Among the most impressive community-based networks is that of Awqaf with 4,000 imams and 900 female preachers reaching both men and women. Awqaf also establishes 400 camps for more than 10,000 young children every year.

Table 2.8: Number of Schools, Teachers and Students in Public and Private Facilities, 2014 – 2015, in Jordan⁶⁵

	Ministry of Education	Private Schools	Other governmental authorities	UNRWA	Total
Schools	3,760	2,757	39	174	6,730
Teachers	80,122	30,840	1,508	4,515	116,985
Students	1,287,921	459,259	16,034	116,993	1,880,207

There are also several organisations, which are either maintaining a helpline or have maintained one in the past. In addition to the national emergency helpline 911, for instance JRF maintains a 110 helpline and the Higher Council for Persons with Disabilities manages the hotline 114. Functioning helplines can also be helpful in carrying out interpersonal communication initiatives. Other innovative interventions included setting up kiosks in public spaces for individual consultations as well as tapping into existing vibrant networks for sharing material and information. There are also examples of linking existing health, educational and civil services in Jordan with parental counselling on selected issues, i.e. when a couple register for marriage or birth of a child, when parents are enrolling a child in school or when the child is taken for vaccination to a health facility.

2.5.2: Community Media

In community media, consultations with partners and a review of documents from previous programs show several avenues being used for engaging people at the grassroots level, in both urban and rural settings. There have been numerous examples of community-level engagement for achieving development communication objectives, such as through organising walks, arranging running competitions, holding festivals, screening of shows, carrying out outdoor advertising, using signage and branding vehicles, organising sporting events, and distributing material in public spaces and large gatherings.

Community media appeared as one of the stronger areas among partners who are reaching their respective communities through networks of community centres and providing mostly health-related and psychosocial support and services. Also, the health service delivery infrastructure, public and private schools, and outreach of Awqaf in communities through mosques and seminars can be effectively used as community-based media vehicles. In schools, health facilities and around community centres, there also exists a structure of community groups, which can be used for activities based on support group methodologies. There are also references available for using art and culture to advance development communication objectives, i.e. stage dramas, exhibitions, music performances and gaming stations are some of the many examples of using entertainment for educational purposes at the community level.⁶⁶

Table 2.9: Number of Government Health Centres, 2016, in Jordan⁶⁷

Comprehensive Health Center	Primary Health Centres	Secondary Health Centres	Dentistry Clinics	Motherhood and Childhood Clinics	Hospitals	People checking in outpatient clinics
102	380	194	405	464	31	2,978,989

⁶⁵ Annual Narrative Report, Ministry of Education, 2014

⁶⁶ Stocktaking includes activities carried out under the Jordan Health Communication Partnership 2004 – 2013 and those identified during the consultation with partners.

⁶⁷ Annual Statistical Report, Ministry of Health, 2016

In Jordan, there are about 3 million visitations every year in outpatient clinics. Roughly, 2 million students are enrolled in public and private schools. Another 300,000 students attend public and private universities in Jordan. Thousands of others attend Friday prayer every week in more than 7,000 mosques all across Jordan. Shopping malls, public parks, museums, bus stations, toll plazas are among other avenues for reaching large number of people (see table 2.9). The National Aid Fund also reaches more than 90,000 families every month with different forms of cash aid.

2.5.3: Mass Media

Jordan enjoys a lively and reasonably diverse media environment. It was one of the early Arab states to adopt legislation on opening up the airwaves to private broadcasters. With the public monopoly on broadcasting ending in 2002, a number of private radio and television stations have been established.⁶⁸ Today, Jordan has seven Arabic dailies as well as the English language 'The Jordan Times'.⁶⁹ In addition, there are a dozens of private weekly newspapers and magazines. There are 37 FM radio stations and licensed 45 satellite television stations.^{70,71} Terrestrial television broadcasting, however, remains a government preserve with Jordan TV operating two channels. In Jordan, nearly all households have a television set, a mobile phone and a satellite receiver (see table 2.10). The ownership of conventional radio receivers has been declining due to the immense popularity of television in general and specifically of satellite channels. Satellite television has emerged as a dominant viewing platform over the last ten years giving access to regional and global news providers, i.e. Al Jazeera, Al Arabiya and BBC.

Table 2.10: Household Ownership of Communication Sources, Jordan, 2014⁷²

Mobile	Computer	Internet	Television	Satellite	Radio
99%	47%	69%	99%	98%	39%

In terms of traditional media, Jordan TV has a nationwide terrestrial reach. In addition, satellite channels also have countrywide reach. For the year 2015, the Arab Media Outlook estimated that pan-Arab satellite television accounts for 84% of the viewership against the terrestrial television, namely JRTV. This, according to the same report, is also reflected in advertising expenditure. Radio ownership, as mentioned above is on the decline, but its listenership has diversified with people accessing radio in their cars, online, and via mobile phones. However, radio is mostly consumed in Jordan for entertainment purposes.⁷³ As per the Jordan Media Survey of 2007, the radio listenership in Jordan stood at 56.9%, with Fann FM, Quran FM, and Rotana being the most popular stations with a market share of 32.2%, 20.8% and 15.0% respectively (see table 2.11).

Table 2.11: Popular Traditional Media Outlets in Jordan⁷⁴

Newspapers	Television	Radio
Al Rai	Jordan Television	Balad FM
Al Ghad	Roya TV	Rotana
Ad-Dustour	Nourmina	Amen FM

68 Assessment of Media Development in Jordan, United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015

69 Arabic language newspapers are Ad Dustour, Al Ghad and Al Rai, Al Arab Al Yawm, As Sabeel, Al Diyar and Al Anbat

70 Three FM radio stations, namely BBC, Monte Carlo Doualiyya and Sawa, – are produced abroad and rebroadcast in Jordan

71 Of the 45 satellite television stations, 17 are Jordanian, 13 Saudi, nine Iraqi, two Omani, two Algerian, one Kuwaiti and one Yemeni.

72 International Telecommunication Union and Department of Statistics, Jordan

73 Mapping Digital Media: Jordan, Open Society Foundation, 2013

74 Mapping Digital Media: Jordan, Open Society Foundation, 2013

In terms of print media, more than half of Jordanians (57.9%) prefer reading daily newspapers followed by weeklies (28.5%) and monthlies (13.5%). The three most popular newspapers are Al Rai (28.9%), Al Ghad (15.2%) and Ad Dustour (12.9%). The survey, however, did not cover television and its results are slightly out-dated considering the impressive growth of news media in Jordan in the last few years.⁷⁵ Among the monthly magazines, according to the Arab Media Outlook, Layalina is among the most popular publications with a circulation of 12,000 copies, together with Anty and Majaletna. The Arab Media Outlook estimated newspaper circulation in Jordan to have only slightly increased to 375,000 in 2015 from a little over 300,000 in the year 2007. While the newspaper still has the lion share of advertisements (58%), it has been declining rapidly in the past few years with web media gaining the most (see table 2.12).⁷⁶

Table 2.12: Circulation Of Selected Newspapers in Jordan⁷⁷

Al-Rai	Al-Ghad	Ad-Dustour	The Jordan Times
70,000	55,000	35,000	10,000

Although it is a little out-dated, the midterm survey conducted for Communication Partnership for Family Health in 2008 also sheds some light on media consumption in Jordan. As per the survey, daily viewing of television has been steadily increasing in Jordan and is above three-fourths among married men and women. Among youth, however, daily television viewing is less than half. The survey also shows that the daily consumption among women and men in Jordan is nearly three hours. Overall, the survey reports that women watch more television than men in Jordan. The survey also shows that television is by far the most common source of information for health related content for families in Jordan.⁷⁸ It is safe to assume that the dynamics will have changed somewhat today with the increase in the use of Internet and with the advent of 3G/4G technologies.

2.5.4: New Media

In terms of telecommunication and Internet usage, there is near universal access in Jordan to all major forms of communication sources. As per the latest available data from the Telecommunication Regulatory Commission, the active mobile phone subscription is 148% of the population in Jordan. According to the Pew Research Center, more than half (51%) of the mobile phone owners in Jordan have smartphones. While fixed phone lines are steadily declining due to the onslaught of new media sources, there has been a tremendous upshot in Internet subscriptions and usage. In just the last five years, internet penetration in Jordan has increased from 38% in 2010 to currently 84% and is soon expected to reach universality (see table 13). With 98% literacy coupled with near universal access to modern communication technologies, there is a growing appetite among young Jordanians for independent and impartial news content (see table 2.13).

⁷⁵ Jordan Media Survey 2007, Harris Interactive Inc., 2008

⁷⁶ Arab Media Outlook, 2012

⁷⁷ Abuhgazzi, A., "Jordan – State of Online Newspapers for Journalists and Readers," in Yusuf Kalyango and David H. Mold (eds.) Global Journalism Practice and New Media Performance (London: Palgrave MacMillan, 2014)

⁷⁸ Communication Partnership for Family Health Midterm Survey 2008, Johns Hopkins University Bloomberg School of Public Health

Table 2.13: Telecommunication and Internet Usage, Jordan, 2016⁷⁹

	Fixed Phones	Mobile Phones	Internet Users	Internet Subscription
Subscription	0.3 million	14 million	8.1 million	3.1 million
Penetration	3.8%	148%	84%	33%

In the past few years, online news media has gained tremendous popularity among Jordanians. News websites, therefore, have become vital sources of information. After the liberalisation of media in Jordan, the most significant growth is observed in online news services. This has been due to a combination of factors with provision of online media services through websites of traditional media outlets as well as through the mushrooming of a new generation of online media and social media platforms.

News websites first started to emerge in 2006, with the establishment of Ammon News, and there are now some 300 registered news websites in Jordan. This new surge of online media has effectively altered the media consumption trends among the Jordanians. It has provided greater freedom and more innovations to media organisations in production of richer content. This is also evident in the share of digital advertising increasing from 1% in 2009 to 11% in 2013. As per the commercial web traffic, 12 of the top 20 websites in Jordan provide news content (see table 2.14).

Table 2.14: Top 10 News Websites in Jordan as per their Overall Ranking⁸⁰

Serial	Top 10 News Sits	Overall Ranking
1	Alwakeelnews.com	3
2	Sarayanews.com	5
3	Ammonnews.net	6
4	Alkawnnews.com	8
5	Khaberni.com	9
6	factjo.com	10
7	Sarahanews.net	12
8	Sawaleif.com	13
9	Royanews.tv	16
10	Rumonline.net	17

In terms of social media, Facebook followed by WhatsApp and YouTube are the most popular social media platforms.⁸¹ As per the Social Media Arab Report, 89% of the active Internet users in Jordan have Facebook profiles. News related content and social networking sites are among the most popular contents and platforms accessed in Jordan. The trend in the use of Internet and Internet-inspired technologies will only be increasing further in Jordan.

79 Telecommunication Regulatory Commission, Jordan

80 Accessed on November 30, 2016 from: <<http://www.alexa.com/topsites/countries/JO>>; the most popular website in Jordan is Google.jo followed by YouTube.com.

81 Arab Social Media Report, 2015

2.5.6: 360 Degree Media Analysis

For interpersonal communication, it is important that existing networks and infrastructures are employed. Among the largest are those with the Ministries of Health, Education, MOSD and Awqaf. Community-based structures built around the Ma'An Campaign or for Makani are also useful entry points for interpersonal engagement at a wider scale. Jordan has a healthy community media landscape. There are several networks and community-base structured which can be employed for strategic communication purposes. Use of community media channels also appears to be one of the strengths among partners. The challenge, however, is how to transform such engagements into community-driven and owned mobilisation. In mass media, television and satellite receivers are near universal. This access on the one hand makes television one of the most effective media to reach the masses, but on the other hand implies higher saturation in consumption of different television channels. In terms of new media, it can be safely assumed that the use of Internet and ownership of smart phones will further increase and soon reach a saturation point in urban centres.



3. Goal and Objectives

The strategy contributes to the overall aspiration of the UNICEF to ensure that every child in Jordan is protected from violence and exploitation. In order to achieve this end, UNICEF, along with its government counterparts and partner organisations, is aiming to ensure there is improved and equitable prevention of and response to violence, abuse, exploitation, and neglect of children by 2022 in Jordan.

In this context, the Strategy aims at achieving the goal of ending physical violence against children in Jordan in all settings. Physical violence, especially from parents, caregivers and teachers, is by far the most prevalent form of violence against children in Jordan. More specific objectives to help achieve this goal are:

1. By 2021-end, corporal punishment of children is prohibited in all settings, including home, in Jordan.

While corporal punishment is prohibited in schools in Jordan, parents are still legally allowed to hit children in the home. Prohibition is still to be achieved in alternative care settings and day care. This requires amending Article 62 of the Criminal Code, which is used as legal defence. There is a need to have the clarity in the law that no degree or type of corporal punishment is acceptable or lawful in any setting and by anyone.

2. By 2021-end, the use of physical violence against children as a method of discipline has halved in all schools in Jordan.

Since the launch of the Ma'An Campaign, there is a considerable decrease in the use of physical and verbal violence by teachers in schools that participated in the programme. Use of physical punishment has come down to around 10% and verbal violence to around 20%. It is, however, important that the results achieved in the recent past are not only sustained and institutionalised but their scale is also increased to all schools in Jordan, private or public. This is also one of the main findings of a recently conducted evaluation study of the Ma'An Campaign.

3. By 2021-end, the use of physical punishment to discipline children by parents and caregivers has dropped by half.

As per the latest Jordan Family and Health Survey, nearly two-thirds (65.8%) of children age 2-14 experience physical punishment by their parents or other adult household members. While there are slight variations, the survey portrays a startling reality of physical punishment to be meted to children of all ages, male or female, in both urban and rural settings and across all regions in Jordan. Physical punishment as a disciplinary method in homes is by far the most prevalent form of violence against children in Jordan. Violent forms of disciplining can lead to physical pain, injury or even maiming but also have serious and long-lasting consequences on children's lives. The physical wounds or bruises may disappear but the mental and emotional scars may not. Corporal punishment hampers children's development, their learning abilities and school performance, provokes among them low self-esteem, emotional distress and depression, and at times, leads to risk taking, self-harm and aggressive behaviours. Moreover, violence including corporal punishment carries with it serious economic costs for society, reducing human capacity and compromising social development, manifested in school dropouts, child labour, and persistent poverty. There is now irrefutable evidence on the harmful consequences of physical punishment and its direct correlation with an increased tendency, among girls and boys, to run away from home, lose interest in education, take drugs or alcohol, dropout of school, or commit suicide, as well as an increased tendency to be irritated, stubborn or be rude to others. In the context of Jordan, there is a need to de-normalise the use of physical violence as a regular part of discipline and growing up.

4. By 2021-end, reported incidents of bullying and physical attacks in schools and areas of recreation in Jordan among all children, especially towards Syrian refugee children, have dropped by half.

Together with corporal punishment, bullying was already a major concern in Jordanian schools. This has been further aggravated due to the Syrian crisis and an influx of refugees and school intake of Syrian refugee children. It has been reported that as many as 13% Syrian refugee children dropout of schools due to bullying from Jordanian children and another 3% from their Syrian peers. Bullying is the biggest reason for dropout among Syrian refugee children after costs associated with schooling.⁸² There are numerous negative ramifications of bullying. There have been several incidents reported of physical harm due to bullying, and parents in host communities have limited time for their children to play outside. Physical and gang-related violence in schools has also increased.⁸³ For a conducive and nurturing learning environment in schools, it is essential that underlying factors for child bullying and violent attacks among school going students be addressed.

5. By 2021-end, a regular and periodic data stream, i.e. statistical system, is created to provide information on scale, severity and different forms of violence against children in Jordan for the purpose of improved planning and response.

There is no periodic, regular and a comprehensive source of information on the state of the rights of children in Jordan. There have been only a few studies carried out on the issue of violence against children. The information on scale, severity and types of violence against children is either limited or out-dated. Moreover, existing sources do not include information on social and behavioural issues that underpin violence against children. The 'child discipline' module in the Population and Family Health Survey was only added in 2012 and that too provides scant information. There is a requirement for creating a regular, periodic and comprehensive data stream that provides information on scale, severity and types of violence against children in Jordan, and also integrates information on social and behavioural issues. It is important that, to the extent possible, the information should be disaggregated to geographic, demographic, psychographic and socioeconomic variables so that policies and plans can respond to specific needs and knowledge gaps.

⁸² Running on Empty: The Situation of Syrian Children in Host Communities in Jordan, UNICEF, 2016

⁸³ Syrian Refugee Children in Jordan: Assessments Desk Review on the Situation of Syrian Refugee Children Living in Jordan, UNICEF, 2013

6. By 2021-end, there is an institutionalised, in-house and regular capacity-strengthening programme for UNICEF partners and others in Jordan on design and implementation of C4D strategies for realisation of rights of children in general and more specifically to support efforts to end violence against children.

In general, there is an extremely limited understanding of C4D concepts and strategies among the concerned agencies and partner organisations engaged in preventing and responding to violence against children in Jordan. While a detailed analysis was not carried out on how this might have impacted outcomes, there was a general absence of and weak capacity to operationalize C4D approaches within overall programming. It is important that there is an institutionalised, in-house and a regular capacity strengthening programme on C4D in Jordan that benefits UNICEF and its partner organisations. This will help integrate C4D as a crosscutting strategy in programming for sustained results in the area of CP in general, and specifically for addressing violence against children.



4. Participant Groups

Violence against children is multidimensional and calls for a multifaceted response. Evidence demonstrates that drivers of violence against children are found at different levels of the socio-ecological model within the child, family, community/school, and society.⁸⁴ Research on family violence has also shown that its explanation must include individual, family, household and societal factors.⁸⁵ In this Strategy also, a socio-ecological approach is used as an overarching framework for identification of participant groups and for designing theory-based strategies corresponding to the various levels of change for creating a protective environment for children (see figure 4.1).

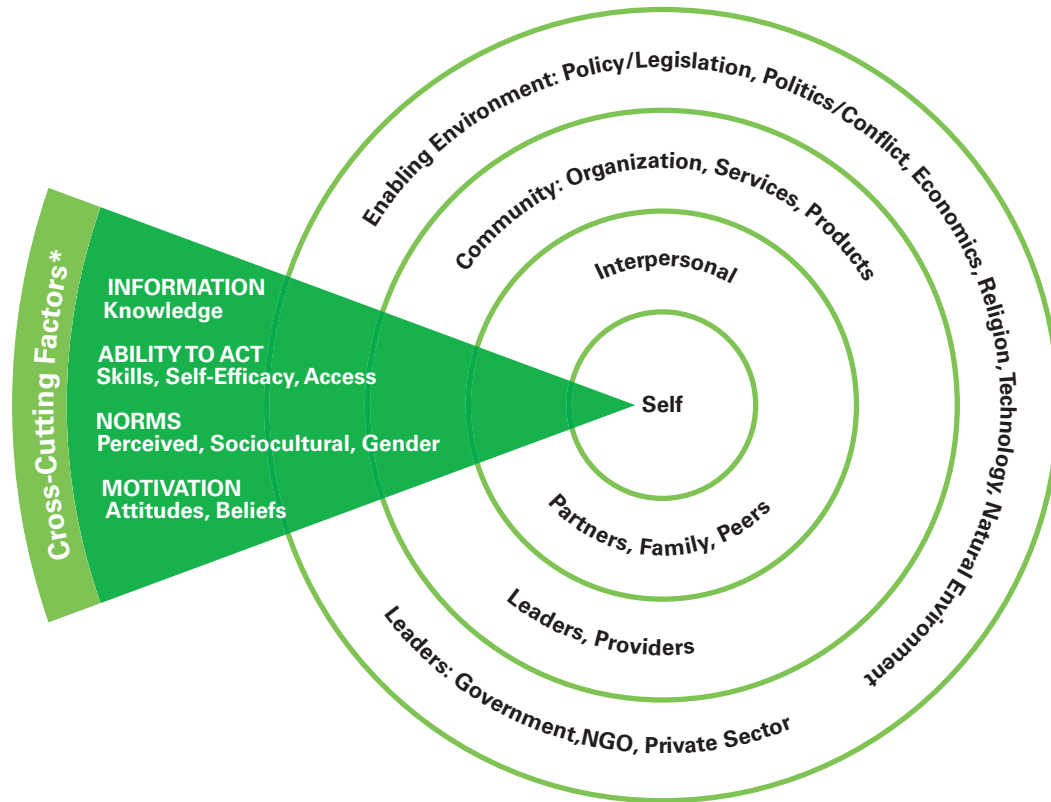
The socio-ecological approach encompasses the entire continuum of change and recognizes interwoven relationships existing between individuals and institutions with their environment. It is premised on the understanding that development issues, particularly behavioural issues, are multidimensional. These dimensions go beyond the traditional models that focus on individual and include communities, social systems and structural environment, all of which impact change at the individual, household and community levels (see figure 4.1). By applying the socio-ecological approach, the assumption is that there is no single factor determining behaviours or social patterns and, that broad social change is needed to promote long-lasting transformation, i.e. ending violence against children.

At the individual level are the children who are at risk of or face violence in their daily lives. The Strategy recognises that children hold lesser responsibility for their protection needs than adults. Children are, therefore, dependent upon adults for their protection needs. As per the ecological approach, this corresponds to the interpersonal level in which children interact on a daily basis with individuals in their immediate surroundings and are affected by their attitudes, knowledge, beliefs, emotions, perceived risks and norms, personal skills and self-efficacy. This level includes relationships with family, friends and peers – the social network of influence and information sharing that regularly affect people's belief, choices and knowledge. In the context of physical violence against children in Jordan and on the basis of a situational analysis, the Strategy recognises parents, siblings and friends to constitute this level. The evidence also indicates that violence at this level affects every child, whether girl or a boy, very young or little older, rich or poor. It is at this level that physical violence against children is most prevalent and often hidden, accepted and condoned.

⁸⁴ McFarlane, J., "Preventing Peer Violence Against Children: Methods and Baseline Data of a Cluster Randomized Controlled Trial in Pakistan," *Global Health: Science and Practice*, Vol. 5, No. 1 (2017): 115-137

⁸⁵ Araji, S., and Carlson, J., "Family Violence Including Crimes of Honor in Jordan: Correlates and Perception of Seriousness," *Violence Against Women*, Vol. 7, No. 5 (2001): 586-621

Figure 4.1: Socio-ecological Model



At the community level, the evidence shows children are most susceptible to violence from teachers and require protection support from school administration, and CP workers. Children spend more time in schools than anywhere else outside of their homes. For many girls in Jordan, the early years of their lives can be entirely accounted for between homes and schools. For boys, except the time they spend playing outside, the bulk of their time is also spent between school and home. At this level, evidence shows violent attacks and bullying between children is also a serious concern in Jordan. However, not all children have the luxury of home. This is especially true for Jordan where hundreds and thousands of children are living in refugee settlements, host communities and other institutions of care. There are 27,000 children of school going age in Zaatari Camp alone. Of the total 661,000 registered Syrian refugees, 337,000 are children. A majority of the Syrian refugees live in host communities where children are the most vulnerable to violence, abuse and exploitation.⁸⁶ It has been reported that Syrian children dropped out of schools after complaining of bullying and harassment. Girls, in particular, are reported to be more vulnerable to and victims of abuse and harassment, especially on the way to and from schools. The challenges, limitations and struggles of Syrian refugees in Jordan have increased the vulnerability of refugee children with more of them out of school, engaged in economic activities and without parental supervision.

The next level consists of social and structural factors that either underpin or could respond to violence against children. The social factors refer to socio-economic conditions, social norms, social capital (institutions and values), and large-scale forms of information dissemination, collective efficacy and societal trends. The structural factors refer to legislation and policies as well as social services. The situational analysis has shown both mainstream and social media as well as religious spheres as playing an influential role in people’s lives in Jordan. Journalists and media practitioners have an important role in generating positive discourse. Journalists and media practitioners can

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increase knowledge on positive parenting practices, on prevention and protection of children from violence and also help hold accountable those who are responsible for preventing and responding to violence against children. At the structural level, concerned government functionaries, the legislature and the civil society organisations, including the UN agencies and aid organisations, have the responsibility to prevent and respond to violence against children in Jordan.

Based on the socio-ecological approach, the following participants are identified at each level of change:

Table 4.1: Identified Participant Groups as per the Level of Change

Individual	Interpersonal	Community	Social	Structural
<ul style="list-style-type: none"> • Children 	<ul style="list-style-type: none"> • Parents • Siblings • Friends 	<ul style="list-style-type: none"> • School Teachers • School Administration • Caregivers • CP / Social Workers 	<ul style="list-style-type: none"> • Media Practitioners • Journalists • Religious Leaders • Institutions of Higher Education, academia 	<ul style="list-style-type: none"> • Ministries • Legislature • Civil Society Organisations • UN Specialised Agencies

From the identified participant groups, the level of engagement conceived through this Strategy, i.e. most affected with change and directly or indirectly influencing the change, is described below:

Table 4.2: Primary and Secondary Participant Groups by Objectives

No.	Objectives	Primary	Secondary
1.	Corporal punishment of children is prohibited in all settings, including home, in Jordan.	Parliamentarians	<ul style="list-style-type: none"> • NCFA • MOSD • Public Security Directorate • Journalists • Media practitioners • Civil Society Organisations
2.	The use of physical violence against children as a method of discipline has halved in all schools in Jordan.	School Teachers	<ul style="list-style-type: none"> • School Administration • MOE • MOSD
3.	The use of physical punishment to discipline children by parents and caregivers has dropped by half.	Parents	<ul style="list-style-type: none"> • Family / Children • School Teachers • Religious Leaders • Social Workers
4.	Reported incidents of bullying and physical attacks in schools and areas of recreation in Jordan among all children, especially towards Syrian refugee children, have dropped by half.	Children	<ul style="list-style-type: none"> • Parents • School Teachers • Children • School Administration
5.	A regular and periodic data stream, i.e. statistical system, is created to provide information on scale, severity and different forms of violence against children in Jordan for the purpose of improved planning and response.	Department of Statistics	<ul style="list-style-type: none"> • UNICEF • NCFA
6.	There is an institutionalised, in-house and regular capacity-strengthening programme for UNICEF partners and others in Jordan on design and implementation of C4D strategies for realisation of rights of children in general and more specifically to support efforts to end violence against children.	Counterparts and Partners	<ul style="list-style-type: none"> • Government Counterparts • Implementing Partners • UN Specialised Agencies

In the next table, a brief profile of each of the primary participant groups is provided along with the desired change the Strategy aspires to bring.

Table 4.3: Profiles of Participant Groups and Desired Change

#	Participant Group	Profile	Desired Change
1	Parliamentarians	<ul style="list-style-type: none"> • Legislature consists of 65-member appointed Cabinet and 130-member elected House of Deputies; both houses can initiate debate legislation and vote. • There are 20 women parliamentarians, 15 are elected on reserved seats. • The term of the parliament ends in 2020. • Parliamentarians are of variable age, the minimum age is 30; majority are men, women have been more receptive if recent cases of pro-women and rights-based legislations are studied, they have been vocal on social issues on media/press. • They are interested in enhancing their public image and retaining their political constituency and clout. 	Tabled in the parliament and voted in favour of the amendment to repeal the Article 62 of the Criminal Code.
2	School Teachers	<ul style="list-style-type: none"> • There are more than 100,000 schoolteachers, 70% are teaching in public schools. Private schools are mostly (almost 90%) situated in urban areas and employ women teachers. • There are mixed schools as well as those, which are exclusively for boys and girls. • Teachers belong to lower middle or middle socioeconomic class, average salaries in private schools range from 435 JOD for men to 250 JOD for women and in public sector 550 JOD for men to 360 JOD for women.⁸⁷ • Salaries in the Central region are higher, 70% private schools are situated here. • Teachers of early graders are young; average period of employment in private schools is around 9 years for men to little more than 6 years for women. The average employment in public schools is assumed to be higher than this. • Public sector is less attractive to men, and reflected in share of employment; as per Department of Statistics, more than 40% employed women are in education sector as compared to around 7% men. Two-thirds of the teachers in basic education are female. 	Stopped using physical violence against children for disciplining purposes.

Table 4.3: Profiles of Participant Groups and Desired Change

#	Participant Group	Profile	Desired Change
3	Parents	<ul style="list-style-type: none"> • Parents are generally the ones who perpetrate physical violence against children and justify on grounds of tradition, culture, religion and their own upbringing. • In nine out of ten cases, it is father who is the head of the household, with average household size of five members, which is slightly more in rural areas. • Mothers spend more time with children, fathers have dominant role in key decisions; fathers' role increases when boys enter sex-segregated schools. • Fathers usually intervene to address major disciplinary problems; mothers' involvement remains throughout. • Father's involvement in early childhood education is limited as compared to mother, i.e. reading books. Father's involvement, however, is considerably more in cases of outdoor activities, i.e. taking the child outside the house and playing with the child. • Fathers are generally the breadwinners, 60% of men as compared 13% of women age 15 years or above are engaged in economic activities. Working mothers are mostly in attached to the service sectors, i.e. education, health. Only one of ten women age 15 year of above is employed; rest are either housewives or students. 	Stopped using physical violence against children for disciplining purposes.
4.	Children	<ul style="list-style-type: none"> • Four out of ten persons in Jordan are children; more than 90% children in the ages 6 to 15 years are enrolled in basic education; the school enrolment at the basic level is roughly the same for girls and boys. • More than two-thirds of the children are enrolled in public schools. • Enrolment in secondary education drops to 60% in age group 16-18 years, and is slightly more for girls. Three out of ten Syrian children (5-15) are out of school. • After boys enter sex-segregated schools, their fathers are expected to assume primary responsibility for their education. • Boys engage in outdoor activities while for girls this reduces with increase in age; girls are generally the victims of sibling abuse. • Boys are generally experiencing more physical violence in home and outside; most children witness domestic violence and abuse. 	<p>Report and seek support in case of physical violence or bullying in school.</p> <p>Refrain from physical violence, intimidation, harassment and bullying in school and home either against siblings or peers.</p>

Table 4.3: Profiles of Participant Groups and Desired Change

#	Participant Group	Profile	Desired Change
5.	Department of Statistics	<ul style="list-style-type: none"> • The main responsibility of producing statistical data lies with the Department of Statistics. In addition to conducting censuses and household survey, the Department also collects administrative data. • The Department operates under the Provisional Statistics Law No. 8 of 2003; the law gives provision to the Department to collect, classify, store, analyse, and disseminate official statistics (Article 4/a), as well as coordinate and organize statistical activities with other government institutions (Article 4/c). • The Department is independent with respect to production and dissemination of its products. • The Department is attached to the Minister of Planning and the sole authorised body to collect statistical information and data from respondents. • In addition to the Censuses, Population and Family Health Survey is a key source of information, both of which are supported by UNICEF. • The Multiple Indicator Cluster Survey (MICS) has not been conducted in Jordan; a design workshop was conducted in 2013. 	Agree, plan and establish a statistical system that provides periodic and nationally representative information on the status of rights of children in Jordan and integrates information on social and behavioural issues.
6.	Counterparts and Partners	<ul style="list-style-type: none"> • There is no academic or professional training programme in Jordan on C4D. • There are 10 public and 19 private universities in Jordan. There are also 51 community colleges and the World Islamic Sciences and Education University, which also fall under higher education. • There are more than 300,000 students enrolled in higher education in Jordan. • In public sector, the University of Jordan, Al-Balqa' University and Yarmouk University, as per staff and student intake. • In private sector, Zarqa and Petra University are relatively large. • Mass communication, nearest to the subject of C4D, is among the least popular programmes. Among 29 universities, 10 are offering programmes on mass communication; the programme has the lowest enrolment. • There are other media institutes in Jordan but their focus is on journalism. • C4D is a neglected area of programming. 	A training programme instituted and launched on C4D programming.

In the following tables (4.4.1 – 4.4.4), communication objectives are listed against primary participant groups in view of the desired change and their barriers to change. Participant groups are further segmented, where required, as per their specific needs identified in the situational analysis.

In table 4.4.1, barriers to change and communication objectives of parliamentarians are provided with whom the Strategy strives to bring changes that result in a bill being proposed in the parliament and an amendment made to repeal t Article 62 of the Criminal Code. This legislation is to effectively prohibit corporal punishment in Jordan in all settings and by anyone. Direct influencers that can help bring the desired change among the parliamentarians are identified as women parliamentarians, especially those who have championed pro-women bills, the Family Protection Department under the Public Security Directorate and the NCFA.

Table 4.4.1: Communication Objectives for Parliamentarians in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
<p>Tabled in the parliament and voted in favour of the amendment to repeal the Article 62 of the Criminal Code.</p>	<ul style="list-style-type: none"> • Some parliamentarians or political factions may justify corporal punishment on the basis of religion, culture and social heritage. • Parliamentarians may not have corporal punishment as a priority agenda. • Parliamentarians may lack information, supporting material and resources to be convinced of its negative outfalls and for making a case against use of violent forms of disciplinary methods. • Parliamentarian may not want to go outright against groups or political factions that oppose prohibiting the use of corporal punishment. • There may be consideration that physical violence in homes is a 'private' issue. • Parliamentarians may also be upholding the traditional notions of patriarchy, male domination and use of authority. 	<ul style="list-style-type: none"> • Parliamentarian, in general, support prohibiting corporal punishment in all settings and by anyone. • Parliamentarians have the necessary resources and information to make the case against the use of corporal punishment and for tabling legislation in this respect.

In table 4.4.2, communication objectives are provided for teachers, in view of their barriers to change. The communication objectives are the same for both public and private school teachers, as there are no significant differences in their barriers to change. However, activities will be designed to support the specific needs of teachers who are teaching in schools with Syrian refugee children. The communication objectives also take note of the challenges created due to the influx of Syrian refugees and intake of Syrian refugee children. Also, while violence in schools is higher in some regions than others, it is found to be unacceptably high all over the country. Therefore, broadly speaking, communication objectives remain the same for urban and rural settings. For teachers, direct influencing participant groups are identified as school administration, Ministry of Education and the teachers, who have been previously engaged and given training in nonviolent disciplinary methods.

Table 4.4.2: Communication Objectives for Teachers in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
Stopped using physical violence against children for disciplining purposes.	<ul style="list-style-type: none"> • Teachers apply physical violence in the hope of and under pressure for better performance. • Teachers are put under additional burden due to negligence from their parents. • Teachers use violence out of frustration or habit for disciplining and maintaining control in crowded classrooms and to command respect. • Teachers lack capacity in nonviolent communication and positive approaches to disciplining. • Teachers find it difficult to control crowded classrooms and resort to extreme measures. • Teachers find it hard to practice positive alternative approaches to disciplining with children who face violence at home. • Teachers believe in the use of violence as a means to discipline children, citing justifications from religious, cultural and social heritage. • The traditional approach has been use of violent disciplinary methods that is accepted or condoned. • Tribal customs and traditions dictate how children should be schooled; sometime parents themselves encourage teachers to use violence to instruct children. • Influx of Syrian refugee children into Jordanian public schools has resulted in additional putting additional burden and strain on teachers. 	<ul style="list-style-type: none"> • Teachers are convinced that violence as a disciplinary method under no circumstances is justified, allowed or benefits. • Teachers have the necessary training to apply nonviolent disciplinary methods in the most difficult of circumstances. • Teachers are provided with necessary support, resources and skills to education and counsel parents in nonviolent disciplinary methods and children in nonviolent conflict resolution.

In table 4.4.3 and 4.4.4, parents as participant groups are further segmented into mothers and fathers due to their specific barriers and communication needs. While most of the barriers identified through situational analysis are same for both parents, there are some key gender differences on how mothers and fathers are expected to raise children. Some of the identified barriers, both for fathers and mothers, are more relevant to rural areas of Jordan and such differences will be addressed in activity design and content development stages.

In terms of directly influencing participant groups for parents, other family members are important. Especially, there is evidence of successfully engaging grandmothers for prevention of violence against children in homes. In the context of Jordan too, grandmothers command respect. In addition to grandmothers, schoolteachers' role could be extremely instrumental for both parents, especially for new parents at the time of inducting children in preschool. Religious leaders are also revered and greatly respected and are an important directly influencing participant group in the context of Jordan. The various community-based networks and social workers are also important in influencing parents. Outreach workers attached to community-based network of services could also play an important role. Children themselves could also be engaged for directly influencing parents.

Table 4.4.3: Communication Objectives for Fathers in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
Stopped using physical violence against children for disciplining purposes.	<ul style="list-style-type: none"> • There is belief that physical punishment is important and even necessary for upbringing of children. • There is belief that physical punishment is an effective disciplinary method. • There is lack of capacity in application of nonviolent disciplinary methods. • In certain circumstances i.e. stealing or disrespecting elders, parents believe physical punishment is justified. • Fathers have little oversight of disciplinary issues until they become a major problem and they hastily and often violently react. • Norms dictate that fathers should maintain distance and have an authoritative role in family and upbringing of children. • The traditional approach has been use of violent disciplinary methods; this is how fathers have been oriented to parenting from their fathers. • Tribal customs and traditions dictate how fathers should raise children. 	<ul style="list-style-type: none"> • Fathers are convinced that violence as a disciplinary method under no circumstances is justified, allowed or benefits. • Fathers have knowledge of nonviolent disciplinary methods. • Fathers spend increased time with children in early child education and development activities. • Fathers take increased interest in educational performance of their children and participate in their schooling.

Communication objectives for mothers are given in the following table:

Table 4.4.4: Communication Objectives for Mothers in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
Stopped using physical violence against children for disciplining purposes.	<ul style="list-style-type: none"> • There is belief that physical punishment is important and even necessary for upbringing of children. • There is belief that physical punishment is an effective disciplinary method. • There is lack of capacity in application of nonviolent disciplinary methods. • In certain circumstances i.e. stealing or disrespecting elders, parents believe physical punishment is justified. • Children are primarily mothers' responsibility with little or no support. • The traditional approach has been use of violent disciplinary methods. • Violence from one authority figure, i.e. husband, perpetuates violence among victims to those who lack authority i.e. children. • Tribal customs and traditions dictate how children should be raised. 	<ul style="list-style-type: none"> • Mothers are convinced that violence as a disciplinary method under no circumstances is justified, allowed or benefits. • Mothers have knowledge of nonviolent disciplinary methods. • Mothers understand the importance of and take measures in shielding children from being exposed to violence.

In table 4.4.5, communication objectives are developed for children in general in order for them to report and seek support without any hesitation and fear.

Table 4.4.5: Communication Objectives for Children, in general, in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
Report and seek support in case of violence or bullying in school.	<ul style="list-style-type: none"> • As perpetrator is usually an authority figure, children are hesitant or afraid to report violence. • Children are unaware of support services or whom to contact if violence or an incident of bullying has taken place. • Children lack knowledge of what constitutes as violence and bullying. • Children are unsure if reporting and seeking support is helpful. • Children lack knowledge on how they can prevent themselves or respond in situations of violence, intimidation and bullying. 	<ul style="list-style-type: none"> • Children have knowledge of and confidence in reporting and care services available to them in case of violence and bullying. • Children understand what constitute violence and bullying and have the knowledge of how best they can prevent themselves from such incidents. • Children have skills to protect themselves and avoid violence and bullying to the extent possible.

In table 4.4.6, boys in particular are focused for physical attacks and bullying, both in schools and homes. For children, in general, influencing participant groups are identified as parents, schoolteachers, peers and friends and the school administration.

Table 4.4.6: Communication Objectives for Boys in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
Refrain from physical violence, intimidation, harassment and bullying in school and home either against siblings or peers.	<ul style="list-style-type: none"> • Violence in one place, at home, perpetuates violence in other settings, in playgrounds among children. • Social norms instigate exercise of power and male domination. • Patriarchal norms dictate that father has authority over everyone; mother has over children, and male children over female siblings. • There is prejudice and misconceptions about Syrian children among Jordanian children. 	<ul style="list-style-type: none"> • Children overcome biases and prejudices against Syrian refugee children. • Children have overcome their misconception and preconceived notions about Syrian refugee children. • Children are able to redefine the concepts of power and authority.

In table 4.4.7, communication objectives for the Department of Statistics are provided. NCFA and UNICEF will have key influencing role in directly engaging with the Department.

Table 4.4.7: Communication Objectives for Department of Statistics in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
Agree, plan and setup a statistical system that provides periodic and nationally representative information on the status of rights of children in Jordan and integrates information on social and behavioural issues.	<ul style="list-style-type: none"> • Department may be hesitant in setting up a statistical system due to excessive red tape in getting necessary approval and setting up operations. • There might also be fear in making public the status of the rights of children in Jordan. • Instituting a regular and periodic rights-based child-focused statistical system may not be administratively and financially possible for the Department of Statistics. • The Department may not have necessary understanding, resources, and capacity in setting-up a statistical system on child rights. 	<ul style="list-style-type: none"> • The Department is convinced of the need for setting up a statistical system on child rights. • The Department is provided with necessary resources and technical support in approval, design and implementation of a periodic, nationally representative statistical system.

In table 4.4.8, communication objectives for Counterparts and Partners are described. The influencing role in this respect will be of UNICEF as well as of other UN specialised agencies.

Table 4.4.8: Communication Objectives for Counterparts and Partners in View of Their Barriers to Change

Desired Change	Barriers to Change	Communication Objectives
A training programme instituted and launched on C4D programming	<ul style="list-style-type: none"> • C4D, in general, is misunderstood and neglected area. • Partners and counterparts may not have required resource or knowhow to instruct a programme on C4D. • Partners and counterparts may not have realisation of the importance of C4D • Partners and counterparts may not have been able to institute a training programme due to excessive red tape. • A programme on C4D may not be financial and administratively viable. 	<ul style="list-style-type: none"> • Counterparts and partners are convinced of importance relevance, and need of C4D training for improved programming. • Concerned staff at counterparts and partner organisation has undertaken essential training modules for enhanced understanding and application of C4D approaches.

In the next table, key promises are provided against each primary participant group.

Table 4.5: Key Promises by Primary Participant Groups

#	Participant Groups	Support Points	Key Promises
1.	Parliamentarians	Ask	<ul style="list-style-type: none"> • Pass and press for tougher implementation of legislation that prohibits corporal punishment of children in all settings.
		Value	<ul style="list-style-type: none"> • A rights-based legislation on children will greatly enhance your political image. • The legislation will connect you with the people of your constituency. • The legislation will send a strong message from you inside and outside Jordan that you care about children and their future. • A large section of Jordan's population consists of young people, who will receive this very positively.
		Vision	<ul style="list-style-type: none"> • This legislation will be an important step in Jordan to end violence against children. • It will improve human capacity and social development, manifest in school retention, elimination of child labour, and poverty eradication.
		Barrier	<ul style="list-style-type: none"> • Corporal punishment is already prohibited in schools and needs extension to other settings. • The international commitments require taking strong measures to end violence against children. • Our religion, culture and tradition teach us compassion, love, and respect for all, regardless of age and status.
2.	Schoolteachers	Ask	<ul style="list-style-type: none"> • Do not use physical violence against children as a method of discipline.
		Value	<ul style="list-style-type: none"> • Nonviolent disciplinary methods will earn you respect and admiration of children. • Violence in classrooms perpetuates violence outside, among students, peers and siblings. • As a teacher, it is your responsibility to look for the results in the long run rather than working through quick fixes. • Being a teacher, you are a role model and would like to reflect positive and respectful image. • As per the law, corporal punishment is prohibited in schools. • By using nonviolent and innovative approaches to managing classrooms and disciplining students, you will be setting examples for your peers and will stand out among others. • Nonviolent methods are being applied in a score of countries with extremely positive results, even in most difficult of circumstances.

Table 4.5: Key Promises by Primary Participant Groups

#	Participant Groups	Support Points	Key Promises
		Vision	<ul style="list-style-type: none"> • Students will perform better with nonviolent methods of teaching and disciplining. • The dropout rate will decrease, the retention from one class room to next will increase, there will be more children completing higher-education and reflecting positively on their educational experience. • You will be able to better manage classrooms through nonviolent, communicative and participatory approaches. • Jordan will be seen as a leading example in the region for applying nonviolent and positive methods in teaching.
		Barrier	<ul style="list-style-type: none"> • By improving your understanding and application of nonviolent communication and positive approaches to discipline, you can maintain discipline and also command respect among students. • Seek support from peers and councillors in dealing with children in difficult circumstances; it is OK to seek help and consult with peers and support staff. • Engage children and make them participants in creating a nonviolent and rich learning environment. • Our religion, culture and tradition teach us compassion, love, and respect for all, regardless of age and status. • Positive parenting will help you in better managing your classrooms, instruct parents to stop using violent forms of disciplining. • There are programmes instituted for you to learn and apply nonviolent communicative approaches to teaching and disciplining. • With the passage of time, you will become confident and better at applying nonviolent methods to teaching and disciplining. • Your workload will be reduced by having better managed classrooms.
3.	Parents	Ask	<ul style="list-style-type: none"> • Do not use physical violence against children as a method of discipline.
		Value	<ul style="list-style-type: none"> • Your children will love you more and have even greater respect for you if you use positive parenting practices. • You would not want to expose your children to violence, as violence at one place perpetuates violence at another place. • Your children will be more confident, self-assured and open about their needs, apprehensions and ambitions. • The times have changed, so should our parenting practices. • You would want to improve your parenting skills.

Table 4.5: Key Promises by Primary Participant Groups

#	Participant Groups	Support Points	Key Promises
		Vision	<ul style="list-style-type: none"> • By using positive parenting practices, your children will excel in education and stay away from drugs, alcohol and smoking. • Positive parenting practices will greatly enhance the prospects for the bright future of your children. • Your children will grow up to be confident, self-assured and successful adults.
		Barrier	<ul style="list-style-type: none"> • Violence has devastating impact on children, it can lead to physical pain, injury or even maiming but also has serious and long-lasting consequences on children's lives. • Corporal punishment hampers children's development, their learning abilities and school performance, provokes among them low self-esteem, emotional distress and depression, and at times, leads to risk taking, self-harm and aggressive behaviours. • Harmful consequences of physical punishment include increased tendency, among girls and boys, to run away from home, lose interest in education, take drugs or alcohol, dropout of school, or commit suicide, as well as increased tendency to be irritated, stubborn or be rude to others. • Our religion, culture and tradition teach us compassion, love, and respect for all, regardless of age and status. These are the values you should inspire in children. • Nonviolent and positive parenting practices are used across the world with impressive outcomes. • If you take out little time every day for your children, you will not have to worry about bigger problems that may require a lot more time, and even resources. • Authority not comes from fear but through respect and admiration. • There are deeper underlying causes to children's misbehaviour and mischiefs and violence will only further aggravate them. Try to understand and analyse difficult behaviour of children and address those underlying causes. • Positive parenting is easier to practice and is proven to have produced better result in discipline and rearing children.

Table 4.5: Key Promises by Primary Participant Groups

#	Participant Groups	Support Points	Key Promises
4.	Children, in general	Ask	<ul style="list-style-type: none"> • Report and seek support from school administration or council in case of bullying or physical attacks.
		Value	<ul style="list-style-type: none"> • You will be safe from future bullying or physical attacks. • You will see marked decrease in cases of bullying and physical attacks.
		Vision	<ul style="list-style-type: none"> • By reporting, you will get bullying or violent children help to overcome these issues. • You will set a positive example for all your friends and peers. • You will also help your friends and peers by reporting children who are bullying or violent. • By reporting and seeking help on instances of bullying and physical attacks, you can bring an end to such practices.
		Barrier	<ul style="list-style-type: none"> • It is bullying if another child or group of children are repeatedly aggressive towards you, threatens, intimidate or harass you, or forces you in doing something you do not wish to engage in. • Bullying constitutes as violence and is not acceptable. • You need to contact school administration/councillor in case of bullying or if you have threat or fear of attack. • Standing up to bullying is reporting and seeking help for such instances. • You should not feel hesitant in reporting violence, i.e. bullying or attack, as your identity will not be released. • Children who have reported violence have received help and given protection.
4.	Children, boys in particular	Ask	<ul style="list-style-type: none"> • Do not bully, harass, hit or get into fight with other children or younger siblings.
		Value	<ul style="list-style-type: none"> • If you bully, hit or get into fight with someone weaker, younger than you, the next day you might face the same from some who is older and stronger than you.
		Vision	<ul style="list-style-type: none"> • By channelling your energies in positive activities, you will grow up to be stronger, respectful and successful individual.
		Barrier	<ul style="list-style-type: none"> • Real power is the strength of ones character, and how much he/she is loved and respected. • Every child has the same rights. • Our religion and culture gives a lot of respect to guests, and Syrian refugee children are like guests and we must treat them as good hosts. • Our actions, good or bad, are reflection of how we are raised. • More strength means more responsibility, towards protecting those around us. • You are the future of this country; with you the cycle of violence can be broken. • Our religion, culture and tradition teach us compassion, love, and respect for all, regardless of age and status. • As elders, it is your responsibility to prevent your younger siblings and sisters from violence rather than inflict upon them yourself.

Table 4.5: Key Promises by Primary Participant Groups

#	Participant Groups	Support Points	Key Promises
5.	Department of Statistics	Ask	<ul style="list-style-type: none"> Establish a statistical system that provides regular and periodic information on child rights, including social and behavioural issues.
		Value	<ul style="list-style-type: none"> Provision of right, accurate and updated information is an obligation on Jordan under its international commitments. The statistical system will help furnish required information in respect to the rights of the child in Jordan. The statistical system will convey the message of importance Jordan gives to the children's right, its openness to address the issues concerning them. The information will help in comparison and positively reflect on Jordan. The statistical system will improve the image and reflect positively on the competence of the Department.
		Vision	<ul style="list-style-type: none"> The information provided through the statistical system will help develop better policies and plans. The statistical system will help in better realisation of the rights of children in Jordan. The Department will have the capacity to undertake internationally recognized surveys.
		Barrier	<ul style="list-style-type: none"> UNICEF and partners will help the Department in securing necessary resources and skills for conducting the survey. There is widespread support for establishing such a source of information and it will be appreciated. The statistical system will help shed misconception and exaggerations on the state of child rights.
6.	Counterparts and Partners	Ask	<ul style="list-style-type: none"> Concerned staff undertakes essential training courses on C4D for improved programming.
		Value	<ul style="list-style-type: none"> Essential understanding of C4D will be seen pioneering and inject innovation into programming. The course will draw national and international recognition. The course will bring needed realization of the importance of C4D. By opening the course to professionals, the course will be able to self-sustain.
		Vision	<ul style="list-style-type: none"> The course will connect your staff to apply theory and evidence to practice. The course will help your staff in professional development and career building. The course will help in developing a community of C4D practitioners.
		Barrier	<ul style="list-style-type: none"> The course is designed as such that it can be undertaken alongside regular responsibilities of staff. Course enrolment does not need any additional resources and is free of cost. There is an appetite for the course at all levels of staff. The course has the widespread support and will be widely appreciated.



5. Theoretical Underpinnings

The problem of violence in Jordan, as discussed in previous sections, is complex and requires a multifaceted, multi-sectoral response. Its theoretical underpinnings, therefore, also need to be traced at multiple levels, i.e. individual, interpersonal, community and policy. The ecological systems theories recognise the idea that individuals do not exist in isolation. They interact with family members and peer groups, and they exist and function within a larger community. Community may be defined as a geographical designation, such as a neighbourhood or village. Community may also be described through affinity groups, such as members of the same religious group, speakers of the same local dialect or a “community” of local high school parents. This outer layer includes all those individuals, businesses, institutions and organisations, which collectively comprise the larger societal fabric. It is at this level that many social norms and standards are generated and countered. This is also an important level for setting the public agenda and developing partnerships.⁸⁸ To understand the ecological system theories, an onion can perhaps be a best representation, with one level wrapping around another. At the centre of the model is the individual. At this level, the Strategy has considered internal determinants of behaviour, such as knowledge, attitudes, beliefs, and skills. The Strategy recognizes, at this level, many external forces influence these determinants, i.e. interpersonal relationships and interactions. In order to facilitate social and behaviour change, the Strategy has addressed these external forces.

The Strategy considers the Theory of Planned Behaviour at the individual level, i.e. parents and teachers, which conceives behaviours as outcomes of beliefs and attitudes. The theory defines norms as a person’s perception, in this case of parents and teachers, of other people’s opinions regarding use of physical violence against children. Normative beliefs are thus a combination of a person’s beliefs regarding other people’s views of behaviour and the person’s willingness to conform to those views. Together with behavioural beliefs, normative beliefs are a key contributor to individual-level change.⁸⁹ In order to foster the belief that physical violence against children under no condition is acceptable or justified, the Strategy counters the perception of teachers and parents and those who are around them, i.e. family, friends, and peers, the belief that physical violence against children is an expected and accepted norm for rearing and disciplining children. Together with addressing the normative beliefs and subjective norms, the Strategy also focuses on the belief

⁸⁸ McElroy KR, Bibeau D., Steckler A., Glanz K., “An Ecological Perspective on Health Promotion Programs,” *Health Education Quarterly*, Vol. 15 (1988): 351 – 377

⁸⁹ Fishbein, M., Middlestadt, S. E., and Hitchcock, P. J., Using information to change sexually transmitted disease-related behaviors. In R. J. DiClemente and J. L. Peterson (Eds.), *Preventing AIDS: Theories and methods of behavioral interventions*, pp. 61-78, (New York: Plenum Press, 1994)

among teachers and parents that positive parenting and nonviolent disciplining practices are not only doable but also far more effective.

At the interpersonal level, especially in the case of engaging with children, the Strategy applies the theories of 'Social Learning' and 'Diffusion of Innovations'. Social Learning Theory illustrates how individual behaviour is influenced by the behaviour of others (and possibly by the media) and by others' reactions and responses to communication and behaviour. It describes a dynamic, on-going process in which personal factors, environmental factors, and human behaviour exert influence upon each other. Diffusion of innovation shows how identifying opinion leaders and peer networks and understanding the needs of "end users" can help efforts to diffuse a desired behaviour or innovation through a social system. Social Learning Theory of Bandura posits that people learn through observing others' behaviours, attitudes and outcomes of those behaviours. Bandura writes, "most human behaviour is learned observationally through modelling; from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences.⁹⁰ Diffusion of Innovations, somewhat similarly, seeks to explain how innovations are taken up in a population, i.e. rejection of physical violence against children.⁹¹ An innovation is an idea, behaviour, or object that is perceived as new by the participant groups. The adoption process begins with a tiny number of visionary, imaginative innovators, i.e. role models or community leaders. The adoption of new products or behaviours involves the management of risk and uncertainty. It's usually only people we personally know and trust – and who we know have successfully adopted the innovation themselves – who can give us credible reassurances that our attempts to change won't result in embarrassment, humiliation, financial loss or wasted time. Early adopters are the exception to this rule. They are on the lookout for advantages and tend to see the risks as low because they are financially more secure, more personally confident, and better informed about the particular product or behaviour. Often they will grasp at innovations on the basis of no more than a well-worded news article. The rest of the population, however, see higher risks in change, and therefore require assurance from trusted peers that an innovation is do-able and provides genuine benefits. Here, the Strategy relies heavily in using approaches of entertainment-education and propagating positive deviances.

At the policy and structural levels in interaction with parliamentarians, Department of Statistics and institutions of higher education, the conceptual framework of agenda setting of three streams is applied. Proposed by John Kingdon and based on empirical research, the model of agenda setting consists of three streams. The first is the 'problem stream' that refers to the selection of issues that are considered significant social and economic problems, e.g. costs associated with physical violence against children, unavailability of information on the state of children in Jordan and absence of opportunities in building and strengthening capacity in C4D programming. The second stream is of 'policy', which contains alternatives and paradigms that allow evidence to be showcased in various formats to build a case for change. Finally, the 'political will' stream of Kingdon's model refers to the framing used by policy makers to bring forth their favoured solutions (along with stated social and economic benefits) before a political decision is made. Kingdon argues that when the three streams join together – a problem is recognized, a solution is available and political conditions are right – a policy window is opened up. He asserts that the biggest and most sustainable policy changes take place when all three streams join. When these three streams are disjointed then only a partial coupling takes place and commitments are fleeting due to lack of stakeholder buy-in. The model is also applied for generating positive discourse in favour of positive nonviolent child rearing and disciplining practices.

90 Bandura, A. *Social Learning Theory* (New York: General Learning Press, 1977)

91 Everett M. Rogers, *Diffusion of Innovations*, Fifth Edition, (New York: Free Press, 2003)



6. Implementation Framework

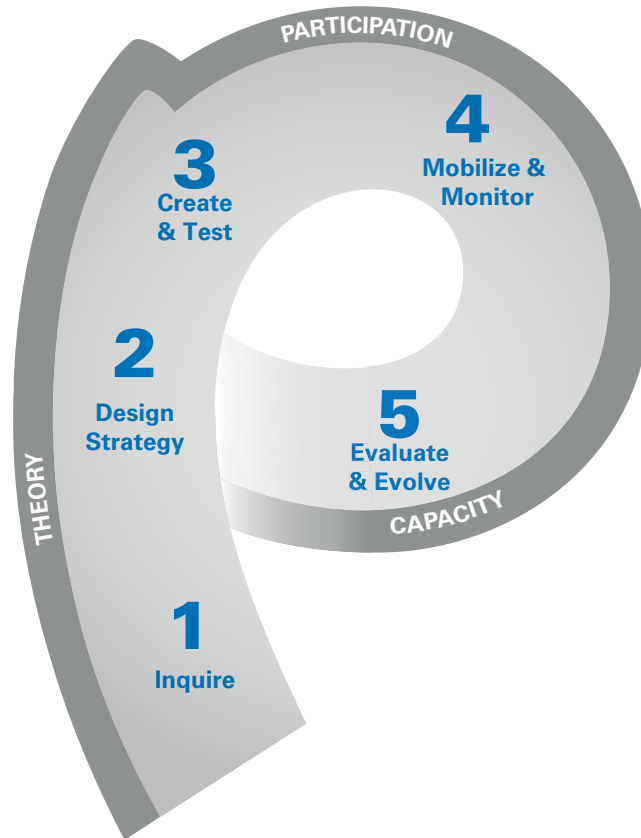
The design and implementation of this strategy document is guided by the P-Process and A-Frame for Advocacy. The P-Process was developed in 1982 but has been subsequently updated to incorporate lessons learned and to acknowledge new technologies and the constantly changing nature of communication.⁹² The last revision was made in 2013. The P-Process has guided the design of the strategy at individual, interpersonal and community-level interactions, while the A-Frame for engaging at the policy and structural levels.

P-Process is essentially a step-by-step roadmap that guides the evolution of a loosely defined concept about changing behaviour to a strategic and participatory program grounded in theory with measurable impact. While the P-Process has been primarily applied to health communication programming, the generic nature of the tool enables it to be applied to a range of subjects, including CP. The P-Process is used to design, implement and evaluate innovative and creative social and behaviour change programs and draws from many other disciplines, including design theory, behavioural economics, social psychology and anthropology.

The P-Process consists of five stages of implementation, namely inquire, design, create and test, mobilise and monitor and evaluate and evolve. There are also three crosscutting concepts of theory, participation, and capacity strengthening embedded in the P-Process. Accordingly, the first stage of this Strategy had entailed carrying out situational analysis based on available research and programmatic experiences. This stage has helped the Strategy in developing an understanding of the extent and scale of the issue of violence against children in Jordan and has also help in identification of key participant groups and their barriers to behaviour change. In this stage, the Strategy has also taken stock of active and available communication channels by carrying out of an extensive mapping exercise as well as reached out to potential partners to assess their resources and capacities.

⁹² The P Process: Five Steps to Strategic Communication, Johns Hopkins University, 2013

Figure 6.1: The P-Process of Strategic Communication



This strategy document is the outcome of the second stage of the P-Process, i.e. 'design strategy'. In this stage communication objectives have been decided, participant groups are segmented, strategic approaches are defined, channels of communication are identified, message concepts are developed, and key organisations and partners are enlisted. In this stage of strategy development and implementation, partners have been actively supported in drafting their respective detailed work plans and required resources are identified and allocated. This is also the stage where relevant theories have been integrated into the design of the Strategy using the socio-ecological approach to identify participant groups at each level of ecology and corresponding theoretical considerations.

The third stage of the P-Process consists of creating and testing communication products required for execution of the Strategy. The work plans, as part of this Strategy, have been developed to ensure that communication products are designed as such that they are tested and have participation of relevant stakeholders. Communication products are recommended in view of creating best possible impact to achieve stated objective of ending violence against children and as per the potentials of the partners and through leveraging existing networks and resources.

The fourth stage of the P-Process is of mobilising resources for implementation of the Strategy and monitoring process. To support this stage of the process, necessary tools for management, implementation and monitoring of the Strategy are also included. Also the design and implementation of the Strategy has been cognizant of the capacity needs of participants groups and partner organisations, and has designed specific activities to fill these gaps.

The final stage of the P-Process consists of evaluating and evolving the communication program to determine how well the objectives have been met and how best the future programming needs can be met. The Strategy has also proposed and described a theoretical framework, research design and type of analysis required for evaluation purposes and listed a specific set of activities for future programming needs.



7. Guiding Principles

The conceptualisation and development of this strategy is based on some key normative principles that are also to govern its implementation. These principles are primarily derived from the Common Country Assessment (CCA), the United National Assistance Framework (UNAF) and from the consultative meetings held with partners and stakeholders. The most recent CCA conducted in 2011 recommends stronger efforts to address violence against children in Jordan. The formulation process of both CCA and UNAF, through all stages, accorded attention to five fundamental UN country programming principles of a human rights based approach to programming, gender equality, environmental sustainability, capacity development, and results based management.⁹³ The following set of principles, which closely resonate with C4D and reinforce the common approach of UN to development programming, have formed the foundation for development of this Strategy and will also guide its implementation.

7.1 Rights-based Approach to Communication

One of the basic principles of the rights-based approach to development is the understanding that human rights are universal and inalienable. As stated in Article 1 of the Universal Declaration of Human Rights, “All human beings are born free and equal in dignity and rights,” and in Article 5 that “No one shall be subjected to torture or to cruel, inhumane or degrading treatment or punishment,” and further expounded more generally in the preamble and specifically in Article 19 of the Convention on the Rights of the Child, that the right of children to be protected from all forms of physical or mental violence, injury or abuse is fundamental to the rights-based approach.

The Convention on the Rights of the Child further affirms that all children are entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. With a rights-based approach, the Strategic Plan particularly focuses on addressing marginalised sections of population, who are disadvantaged and treated or presented with unequal opportunities and services to protect the rights and wellbeing of all children, without any discrimination. Importantly, proposed strategic interventions are designed with the perspective to empower local participants while guarding against reinforcing power imbalances or contributing to the creation of new ones. Participation and inclusion is among the cornerstones of the proposed strategic framework that promotes active, free and meaningful participation of communities and rights-holders for improved outcomes and for strengthening the protective environment.

⁹³ Country Assessment Jordan, United Nations, 2011

7.2: Capacity Strengthening and Local Ownership

Capacity strengthening, discussed in detail in succeeding sections, of duty bearers so that they have necessary resources, required skills and a protective environment to fulfil their responsibilities is regarded as a prerequisite for achieving local ownership. Side-by-side, the Strategy aims to strengthen the capacity of communities, gatekeepers and key custodians, particularly of the rights-holders, through access to information, inclusion, participation, equity and empowerment for improving the protective environment for children, changing harmful practices, building demand for protective services and holding service providers accountable for their performance. The Strategy particularly aims at creating the preconditions necessary for people to change harmful practices and have the ability to seek services issues and participate in overcoming barrier and subjective norms to address the issue of violence against children at the individual and community levels. To that end, the Strategic Plan identifies specific capacity requirements that both the rights-holders and duty-bearers need to access, understand and gain confidence to act on information. They also include capacity-strengthening measures for the staff of government counterparts and other organisations, including the media and civil society organisations, charged with creating and supplying, whether as a main contributor or intermediaries, in the flow of services and information.

7.3: Child Participation and Empowerment

Meaningful participation by children is critical for their empowerment as actors in their own protection and that of their peers. This is also vital for creating a protective environment free from violence against children. Child participation is also the bedrock in conceptualisation, design and implementation of this Strategy. The implementation framework and proposed activity-sets are designed to enable developmentally appropriate ways of child participation and to allow them to share power in decision-making. Participation of children reaffirms the principle of rights-based approach by placing the rights-holders at the heart of communication programming.

7.4: Gender Equality and Mainstreaming

Gender equality and mainstreaming are among the priority crosscutting sectors for this strategy document. Eliminating all forms of discrimination against young girls and achieving gender equality are also among the central elements of the rights-based approach to development programming.

The strategic framework contains a range of communication interventions to support this objective, such as using religious discourse and community dialogue as tools for changing social and cultural attitudes to remove barriers and create opportunities for young girl to live a life free of violence, abuse and exploitation. Special emphasis is given to partnership between government officials and civil society representatives to create opportunities for women and young girls to gain skills and confidence for sustained social change. The proposed communication interventions, particularly the use of media and application of entertainment-education can challenge perceptions, expectations and assumptions about gender roles, thereby making an important contribution in this critical development dimension.

7.5: Sustainability and Development Effectiveness

With particular focus on the principles of inclusion, participation, and empowerment, the central pillar for this strategy document is sustainability of efforts in terms of building a protective environment for children. The communication sphere plays a key role in reinforcing the principle of sustainability by facilitating behavioural change, empowering people to act and catalysing social change. Sustainability of efforts requires development effectiveness. The international development community's commitment to development effectiveness, set out in the Paris Declaration and further elaborated in the Accra Agenda for Action, is also embedded in the United Nations system's work at country level. Several elements of this document are designed specially to meet this end, i.e. a robust monitoring and evaluation framework, setting procedural mechanism and minimum quality standards, ensuring accountability of duty-bearers, promoting media's oversight role as watchdogs and highlighting gaps in service delivery all are helpful in boosting the effectiveness of development initiatives.



8. Strategic Approaches and Activity Sets

The United Nations Secretary-General's Study on Violence against Children was the first attempt to document the reality of violence against children around the world, and to map out what is being done to stop it. The Study provides a detailed picture of the nature, extent and causes of violence against children, and also proposes a set of recommendations for action to prevent and respond to it. Its recommendations provided the first comprehensive framework for action to prevent and respond to violence against children.⁹⁴

The United Nations Secretary-General's Study on Violence against Children contains 12 overarching recommendations. The recommendations are applicable, as the study itself stipulates, "to all efforts to prevent violence against children and to respond to it if it occurs." The first recommendation of the study pertains to strengthening national and local commitment and action to address the issue of violence against children. This Strategy is the step in the same direction by formulating a national strategy for C4D on violence against children with realistic and time-bound targets, with a central agency coordinating the implementation and based on an action framework that had involved multiple sectors and stakeholders. The second recommendation urges States to prohibit all forms of violence against children, in all settings, which is also one of the main objectives of the Strategy. The third and fourth recommendations are on prioritising prevention and promoting nonviolent values, which are also at the heart of this Strategy. The Better Parenting Programme and the Ma'An Campaign are recent examples of large-scale efforts aimed at preventing violence against children in Jordan. The Strategy is comprehensive in its approach and aimed at transforming social and cultural dimensions of violence against children that encourage, condone or justify such practices. The fifth recommendation of the report calls States for enhancing the capacity of all who work with and for children. This recommendation pertains to capacity strengthening of parents, caregivers and teachers, which has been integrated as a crosscutting theme in this Strategy. The need for providing recovery and social reintegration services is the sixth recommendation of the report, which is taken up in the Strategy from the perspective of generating demand for existing services. Ensure participation of children, which is the seventh recommendation, is also a crosscutting theme both in the design and implementation of the Strategy. While the Strategy does not contain activities for creating accessible child-friendly reporting systems and services, which is the eighth recommendation of the study, it does identify and seek to leverage upon existing mechanisms of child-friendly reporting, i.e. established under the Ma'An campaign. The ninth recommendation is on ensuring accountability and ending impunity, which is taken up through communication programming in the Strategy to create conditions by which communities at large reject all forms

94 Paulo Sergio Pinheiro, World Report on Violence Against Children, United Nations, 2006

of violence against children and impose strict sanctions on those who commit such behaviours. The gender dimension of violence against children is mentioned as recommendation 10 in the study, which is also one of the crosscutting themes in the Strategy. Recommendation 11 asks for developing and implementing systematic national data collection and research, which is one of the main objectives of this Strategy. The last recommendation calls States to ratify and implement child-specific conventions and protocols, i.e. Convention on the Rights of the Child, and fully integrate their provisions in the national law. This is also covered within the perspective of violence against children.

In 2013, UNICEF launched a new global initiative – #ENDViolence – to call for an end to violence against children. As part of the #ENDViolence Initiative, UNICEF published a report “Ending Violence Against Children: Six Strategies for Action” that, as the name suggests, features six key strategies to prevent and respond to violence against children. The six strategies are drawn from UNICEF’s own experience and of its key partners and based on the findings and recommendations of the United Nations Secretary-General’s Study on Violence against Children.⁹⁵ Among other best practices, the report also highlights the Ma’An campaign that could serve as a model for other countries throughout the region. The six strategies can constitute a comprehensive C4D framework to prevent and respond to violence against children in Jordan. The strategies are:

1. Educating families, caregivers and parents on their child’s early development;
2. Giving children and adolescents the skills to cope and manage risks and challenges without the use of violence and to seek appropriate support when violence does occur;
3. Changing the attitudes and social norms;
4. Encouraging children to seek quality professional support and report incidents of violence;
5. Implementing and enforcing laws and policies that protect children; and
6. Knowing about violence – where it occurs, in what forms, and which age groups and communities of children are most affected.

Two years later in 2016, The World Health Organisation released a joint publication, “INSPIRE,” that contains seven strategies for ending violence against children. The report reflects contributions of technical experts from all core agencies, including UNICEF, and other partner organisation.⁹⁶ The INSPIRE framework consists of following seven strategies:

1. Implementing and enforcing laws to prevent violence;
2. Strengthening norms and values that support nonviolent respectful, nurturing, positive and gender equitable relationships for all children;
3. Creating and sustaining safe streets and other environments where children and youth gather and spend time;
4. Reducing harsh parenting practices and creating positive parent-child relationships;
5. Improving families’ economic security and stability, reducing child maltreatment;
6. Improving access to good-quality health, social welfare and criminal justice support services for all children who need them – including for reporting violence; and
7. Increasing children’s access to more effective, gender-equitable education and social-emotional learning and life-skills training, and ensuring that schools environments are safe and enabling.

⁹⁵ Ending Violence Against Children: Six Strategies for Action, UNICEF, 2014

⁹⁶ INSPIRE: Seven Strategies for Ending Violence Against Children, World Health Organization, 2016

Between INSPIRE’s seven and UNICEF’s six strategies to prevent and respond to violence against children, availability of data, creating safe spaces and improving families’ economic security and stability are not overlapping. Except for the availability of data on violence against children, all remaining five strategies in the UNICEF study are also reflected in the INSPIRE. In view of the recommendations of the United Nations Secretary-General’s Study on Violence against Children, and based on UNICEF’s Six Strategies for Action and INSPIRE’s Framework, the following strategic approaches will be undertaken as part of this Strategy (see figure 8.1):

1. Build and strengthen capacities of parents, caregivers and teachers in nonviolent respectful, nurturing, positive and gender equitable relationships for all children.
2. Change norms, attitudes and practices that encourage, condone or justify physical violence against children.
3. Mobilize communities and rally children in creating safe spaces for children, free from all forms of violence, in and outside schools.
4. Create recognition of and generate demand for existing support services and reporting mechanisms on violence against children.
5. Establish need for availability of regular, periodic and comprehensive national data on violence against children.
6. Advocate for and implementation of law prohibiting corporal punishment in all settings.

Figure 8.1: Strategic Approaches



Main activity-sets in each strategic approach are described below:

8.1: Build and Strengthen Capacity

Capacity strengthening is a crosscutting approach in this Strategy. It is also one of the main findings of the Situational Analysis that parents, caregivers and teachers lack capacity to implement positive and nonviolent practices to educate and discipline children. Children, on the other hand, have a limited understanding of bullying and lack capacity to respond to and protect themselves in such instances. In addition, the analysis have also revealed that programme staff engaged in CP activities, both in the government and nongovernment sectors, lacks an understanding of C4D programming. There are also capacity challenges associated with conducting a national survey on the state of child rights as per the international standards. This is identified as one of the main challenges for statistical operations in Jordan in the National Statistical Strategy. In view of identified challenges, the following activity sets are proposed to build and strengthen capacities of key participant groups.

8.1.1: An Online Certification Programme for All Teachers

The Strategy proposes instituting an online certification programme for all schoolteachers with an objective to improve their capacities and skills in the use of alternative, nonviolent and positive disciplinary practices. The certification may be started as an optional online course for teachers and made compulsory later on in implementation and scale up. The certification programme should be interactive and designed to serve the needs of both public and private teachers at different levels of education, i.e. pre-school, basic and secondary education. As the acceptance for the certification programme is increased, it should be made mandatory for existing and new teachers as well as require refresher trainings and periodic reviews to incorporate new learning and best practices.

This proposed activity is in line with the objectives of the National Strategy for Human Resource Development that aspires for education providers and teachers to “have the capacity and tools to support learners across the Kingdom to realise their ambitions – with respect, fulfilment, and rewards to match.”

BOX 1: EDRAAK

Edraak is one such indigenous online platform, an initiative of the Queen Rania Foundation (QRF), which provides opportunities in education and learning. The platform is already offering online courses on a range of subjects and has the potential to be customised to specific needs.



There are several existing avenues for launching such a programme. Trainings for teachers in Jordan are provided through a range of initiatives. Among them, the foremost are the Queen Rania Teachers Academy, the Jordan Education Initiative, and the Early Grade Reading and Math Project (see box 1 for reference). These and other platforms can be explored for designing, launching and maintaining an online interactive course. The course may also have a face-to-face component, an exchange programme for teachers and award of final certification through designated testing centres. The degree awarding ceremonies may also be held for further recognition of the programme and reinforcement of nonviolent approaches to teaching and classroom management.

8.1.2: Back to School: A Positive Parenting Programme for New Parents

Early childhood education is essential for all children as it lays the foundation for their development. However, it is difficult for preschool teachers alone to consistently engage in the individual interactions necessary to boost children's early education and development needs. Reese et al argue, "given that parents are their children's first teachers, it is imperative to consider how parents can help improve their children's language and emergent literacy development."⁹⁷

The Strategy proposes launching a pilot programme for new parents at the time of enrolment of their children for pre- or basic schooling with an objective to impart positive parenting skills. The programme, in the pilot phase, is imparted through engaging teachers, school counsellors, members of school safety committees and parents together as master trainers and instruct early childhood development and positive parenting skills, including nonviolent discipline methods, to new parents in an engaging and interactive seminar format with role playing, scenario building, profiling and other adult learning techniques. This will, not only, help improve an understanding of positive parenting skills involving nonviolent methods of education and disciplining, but also enhance teacher-parent interaction and mutual trust. The programme will also help in improving participation of fathers in their children's education. The parent-teacher engagement may be held on weekends to ensure maximum participation and made one of the requirements of admission.

8.1.3: A Parenting Self-Assessment Application

The Strategy proposes designing and launching a self-assessment parenting application for older parents focusing on the protection needs of children. There are several self-assessment parenting tools available that can be contextualised to the needs of Jordan. In Egypt, UNICEF has used parenting assessment to advise parents on better coping with pressure in emergency settings.⁹⁸ The application may be designed and launched in partnership with a private sector organisation and made available for mobile devices. The application will help parents in self-assessment and in advising them in bringing further improvements in their parenting as per the identified gaps and weaknesses. The application is to be designed for both mothers and fathers and different age-categories of children and parenting reference periods, i.e. in last one day, one week or month. The application should allow follow-ups with parents to gauge improvements and to share positive and nonviolent practices through resource material. It is also recommended that the application is promoted through kiosks in market places where parents are assisted in taking assessments and given results of the assessment on their mobile devices. With the help of the private sector, the application may also be promoted on mass and social media.

8.1.4: Short Trainings and An Online Course on C4D

There is a need for strengthening the capacity of CP workers, managers and communication professionals in C4D through short training programmes. In this respect, the Strategy proposes holding a series of workshops for different cadres. An orientation workshop be held for all concerned senior managers and section heads, from government and nongovernment sectors, to improve their understanding and appreciation of C4D programming and for them to better distinguish C4D from other forms of communication and programming. A basic workshop should be for CP staff responsible for managing field operations in view of their supportive role in implementing and coordinating C4D activities at the grassroots level. Finally, an in-depth workshop is also proposed for communication professionals who have the direct responsibility of design and implementation of C4D programmes. The Strategy also proposes earmarking fellowships to international training programmes for the most forthcoming and aspiring professionals, from within UNICEF and the UN System as well as from partner organisations. A list of reference courses is provided in table 8.1.

⁹⁷ Reese, E., et al. «A review of parent interventions for preschool children's language and emergent literacy.» *Journal of Early Childhood Literacy*, Vol. 10, No. 1 (2010): 97-117

⁹⁸ Parenting Initiative for Egyptian, Migrant, and Refugee Communities: Study Report & Recommendation, UNICEF Egypt, 2015

Table 8.1: Capacity Strengthening Programmes on C4D

1.	Asia-Pacific Development & Communication Centre, Dhurakij Pundit University (DPU) Bangkok Thailand	Communication for Social Development May 01-09, 2018
2.	Johns Hopkins Center for Communication Programs (CCP), Baltimore, US	The Leadership in Strategic Communication Workshop Usually in June every year
3	University of Pennsylvania, UNICEF	Social Norms, Social Change Online Course
4	UNICEF-University of Ohio	C4D Learning Course Online and Face-to-Face, Global

In addition to the above-mentioned training programmes, Comm4Dev has also developed an online course on C4D, which may be instructed to the field staff. Under the Health Communication Capacity Collaborative, a USAID funded project, staff can also register for a free online SBCC capacity building programme.⁹⁹

The Strategy proposes promoting such capacity strengthening resources to counterparts and partner organisations. A Needs Assessment may be conducted to identify areas requiring capacity strengthening in view of the responsibilities of and expectation of staff, fieldworkers, and activists. The Needs Assessment may also take stock of available online courses on C4D and tailor existing resources as per the context and needs of Jordan for designing and launching an online course on C4D.

8.1.5: A Series of Workshops on Statistical System on Child Rights

It is proposed that a series of workshops are held for concerned staff from the Ministry of Planning and Department of Statistics with the participation of administrators, statisticians and surveyors to setup a statistical system on child rights in Jordan. Prior to the workshops, a background document is produced examining the current state of data and sources of information to list essential and available data on child rights, map existing sources of information, and identify gaps therein.

It is proposed that the workshop is designed and conducted as a result of buy-in from the MOP on the need for integrating social and behaviour change indicators into the existing large-and small-scale sources of information. The series could be divided into how such a system can be designed, processed and interpreted, analysed and disseminated.

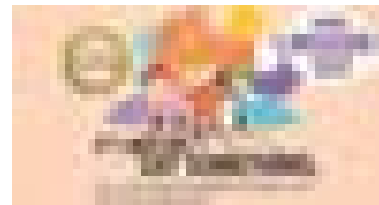
⁹⁹ <https://learning.healthcommcapacity.org/sbcc/default.asp>

8.1.6: A Series of Short Facilitated Instructional Films on Bullying

The Strategy proposes developing a series of short instructional films for school going children to help them understand different forms of bullying as well as actions they can take against it. The class teacher facilitates each instructional film with the help of a discussion guide. The series may first be launched in host communities and schools with Syrian refugee children. The package should include introductory material and a prevention guide for teachers and caregivers against bullying. The series may also be modified and used on social media platforms and mainstream television channels popular with children in Jordan (see box 2 for reference). It is important that the short-instructional films cater to different age groups of school-going children, younger and in teenage. Each instructional film is developed on a different form of bullying. It is important, however, a scoping study is undertaken as a formative exercise to understand the levers and dynamics associated with bullying among children, especially with an influx of Syrian refugee children in Jordan.

BOX 2: THE BIG HELP ANTI-BULLYING CAMPAIGN

In support of UNICEF Malaysia, Nickelodeon in August 2017 launched an anti-bullying campaign “Together For Good.” The campaign consists of a four-part animated series of public service announcements (PSAs) on social media platforms. The initiative is to empower children with an anti-bullying slogan “It’s not OK. Say Something.”



The approach is educating children about the different kinds of bullying and to provide methods of stopping it. Through the use of PSAs about the fictional stories of children who have been bullied and their response to it, Nickelodeon is reaching to children who may have been experiencing bullying to encourage them to speak out against bullying by talking to a parent, a teacher or an adult they can trust.

8.2: Change Norms, Attitudes and Practices

The situational analysis shows that societal rules and expectations in Jordan not only justify, but also encourage and support the use of physical violence against children. The findings of a systematic review of C4D approaches to address violence against children conducted by UNICEF highlights “the importance of prioritisation of prevention efforts by addressing underlying causes of violence against children and changing attitudes, norms and practices among individuals and communities that condone, accept and lead to any form of violence against children.”¹⁰⁰ The Strategy has placed great importance on approaches that could challenge and alter the prevailing cultural and social norms supportive of physical violence against children. This is also one of the recommendations of the Committee on the Rights of the Child in its most recent Concluding Observations to Jordan, calling the State Party to address the root causes of violence and abuse and taking concrete measures to change attitudes, traditions, customs and behavioural practices which often serve as a justification for domestic violence. The Strategy is proposing the following activity-sets in this respect:

8.2.1: Let's Talk About It: A Dialogue Tool on Alternative Disciplinary Practices

The situational analysis has shown the need to address the cultural and social issues, norms and values that hinder the progress towards ending violence against children in Jordan. Gender factors, such as traditional roles ascribed to men and women, their status and level of empowerment are also linked with practices and capacity to access services. The Strategy proposes initiating and sustaining family and community discourse on societal constructs that legitimise, justify or condone violence against children for changing prevalent gender and social norms. It is proposed that a toolkit is developed comprising 'positively deviant' cases documented in short videos and associated discussion guides to instigate discourse on alternative disciplinary practices for parents and teachers. The dialogue tool is intended to initiate a process of rethinking and help address deeply rooted perceptions and behaviours that underpin violence against children in Jordan (see box 3 for reference).

The theoretical bases for a dialogue tool are based on theories of Transformative Learning, Empowerment Education and Positive Deviance. Transformative Learning requires learning that transforms problematic frames of reference—sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mind-sets)—to make them more inclusive, discriminating, open, reflective, and emotionally able to change. In Empowerment Education, Paulo Freire contends that knowledge does not come from experts but from group discussions and from the knowledge that people already have from within themselves and their communities. People will identify the prevalent gender behaviours and beliefs and their impact on the health and wellbeing of the family in a group dialogue and, in doing so, discuss what needs to be changed and how; what gender norms are beneficial and how to maintain or expand them. This transformative dialogue would involve the assessment of beliefs, feelings, and values. Finally, Positive Deviance approach is based on the principles that the communities themselves already have the solution, can self-organise and have the necessary inputs. The approach enables the community to seek and discover sustainable solutions to a given problem because the demonstrably successful uncommon behaviours are already practiced in that community within the constraints and challenges of the current situation.

BOX 3: THE ARAB WOMEN SPEAK OUT

Arab Women Speak Out was conceived as an innovative documentary, training, and advocacy project designed to promote women's empowerment and active participation in social development throughout the Near East. Developed by the Near East Division of the Johns Hopkins University Center for Communication Programs, the project featured print and video profiles of women in Egypt, Lebanon, Palestine, Tunisia, and Yemen who were perceived and respected as innovators within their communities.



These women, most of them of modest means, made significant contributions in the areas of economic and social development, political activism and women's rights, literacy, and family health within their communities. They were successful despite cultural, political, professional, and personal constraints. The purpose of the Arab Women Speak Out project was to share these women's experiences and skills with their peers throughout the Arab region and provide role models of achievement and self-esteem for women in comparable circumstances facing similar obstacles. With this goal in mind, the project's components emphasized the strategies and resources, both internal and external, on which these women had drawn.

It is proposed that the Dialogue Tool is implemented through the existing networks of community centres with parents and school counsellors or members of SAGs could also be explored for its administration with teachers.

8.2.2: Participation of Religious Scholars and Faith-based Organisations

There is a nationwide network of mosques and faith-based organisations all across Jordan. Religious scholars attached to mosques and seminaries are an important resource for instigating social change. Given the influence of religion in Jordanian society, religious leaders have also been successfully engaged in the past as a communication channel for influencing social norms and changing individual behaviours. Otherwise also, the engagement of religious leaders with successful outcomes is very well documented in the fields of preventable diseases, family planning, and water conservation. Past efforts of engaging Islamic religious leaders have established them as ‘message bearers’ to their direct spheres of influence; and advocates for creating change at the policy-level.

The Strategy is proposing engaging religious scholars and faith-based organisations to enlist their support for ending physical violence against children in Jordan. Through the Ministry of Awqaf, the Strategy proposes developing a resource compendium for religious leaders for their use in congregational sermons and lectures. The compendium, at minimum, should contain a handbook based on the teachings of Islam with supporting references from Quran and Sunnah, a set of written sermons and promotional material, i.e. posters or wall hangings. It is important that the compendium is endorsed by the most senior religious leaders in Jordan and implemented both by male and female scholars. The Strategy proposes holding a series of roundtable discussions for religious scholars at the governorate levels and a national convention to create a common understanding and collectively denounce of physical violence against children. These events are used to orient and disseminate the developed compendium among religious scholars on effective parenting and teaching practices in light of the teachings of Islam. This is followed by, in partnership with and direction from the Ministry of Awqaf, a series of congregational sermons during Friday prayers and community based lectures for both men and women. The compendium may also be extended to children and implemented during yearly summer programme organized by the Ministry of Awqaf.

8.2.3: Entertainment-Education: Television Programming on Anti-bullying for Children

The entertainment-education approach is grounded in the Sabido Method, which utilises extensive audience research to develop a fictional narrative to bring about positive social change. Given the decades of global success of this method, the Strategy proposes developing fictional television programming for children. For younger children, an animated cartoon series and for older children a television drama series is proposed. The approach will help grab children’s attention to get them to focus on the issue of bullying and physical violence. It will also make the issue of bullying and accessing support services more concrete and relevant to children. It will help shape children’s understanding and interpretation of the issue. By using the entertainment-education approach and modelling vicarious experiences through fictional characters, children will be prepared to support and facilitate in anti-bullying efforts. It will increase empathy, rather than sympathy, among children for their peers living in difficult circumstances and who are different due to their physical appearances, background or ethnicity (see boxes 4 and 5 for reference).

BOX 4: RECESS – AN ANIMATED CARTOON SERIES

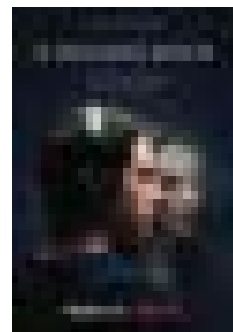
Recess is a popular 1997 animated comedy produced by Walt Disney Television Animation and aired on ABC's One Saturday Morning block from 1997 to 2001, with reruns lasting on the network until 2004. It had a total of 127 episodes aired in six seasons. The series focuses on six elementary school students and their interactions with other students and teachers. One of the many features of the show is how the children form their own society, complete with government and class structure, set against a backdrop of a regular school, giving the show a unique feel. In the gang of six, the character of Spinelli constantly stood up to male bullies, and protected her friends.



The Strategy further proposes combining an entertainment-education approach with building transmedia narratives. Building transmedia narratives can be broadly defined as a process where a story gets dispersed systematically across media for the purpose of creating unified and coordinated experience for the audience. Building transmedia narrative requires an integrated approach where a single story is built across multiple media platforms, i.e. film, television, animation, web, game, theatre, comic and more, and relies on the unique storytelling capabilities of different media and its characterisation. A high-end transmedia system has a major anchor, i.e. in this case an animated cartoon and television drama series, and around it construction of a low-end transmedia system. In transmedia narratives, each media expression is a complete piece of a larger story rather than just adapting the same story to different media. The goal is to create multiple expressions of the story across various platforms that when taken as a whole create a deeper, richer and more immersed experience for the audience. Immersive experiences in which participants feel they are involved in a real situation have been shown to enhance learning, as well as influencing changes in attitudes and behaviours. Transmedia storytelling is an immersive approach told on multiple media platforms, with different parts of the story appearing in different places. The audience/participants can get to know the characters and their world from many different angles, often in real time. The Strategy proposes developing merchandise, comics, blogs and testimonials around the animated cartoon and television drama series mentioned earlier.

BOX 5: 13 REASONS WHY: A TELEVISION SERIES

Dubbed as one of the most authentic high-school drama series to date, "13 Reasons Why" is based on best-selling author Jay Asher's 2007 young adult book of the same title. The cast of this 13-episode Netflix adaptation includes actress and pop star Selena Gomez, who is also UNICEF's ambassador since 2009. The series addresses the difficulty of teenage life and tackles difficult and contemporary hardships such as revenge porn, bullying, sexual assault and degradation. The series follows the life of 17-year-old sophomore, Hannah Baker who takes her own life due to the actions of her fellow peers.

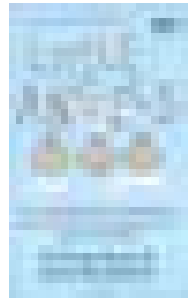
**8.2.4: Entertainment-Education: A Magazine Show on Positive Parenting**

The Strategy proposes producing and broadcasting a magazine show where each episode is divided into multiple sections by various themes, within a common format and aesthetic. The show focuses on the larger subject of nonviolent parenting and aimed at parents. It should ideally be interactive through panel discussion, diverse opinions, audience participation, engagement of guest speakers, and other means of interaction. The format allows holding attention of the audience and

keeping them interested in the content. The magazine talk show has the advantage of integrating the subject in an entertaining format. A magazine show will help achieve the objective of improving actionable knowledge among parents through an interactive mass media platform and engaging manner. It will help also initiate conversations around nonviolent, participatory and communicative practices for disciplining and educating children.

BOX 6: LITTLE ANGELS – A REALITY TELEVISION ON PARENTING

Little Angels is a Bafta-nominated British reality television show aired for three series on BBC Three. Based on documentary-soap genre, it showed parents how to overcome common behavioural problems in their children, using a team of experts who observed and gave advice. The show's experts became household names and later more shows were produced taking forward the similar genre, i.e. Supernanny, Nanny 911.



Another option that may be explored is that of a reality-based television show with participation of country's well-known celebrities and their experiences in raising children (see box 6 for reference).

8.2.5: Mass Media Campaigns on Physical Violence Against Children

During the life of the Strategy, it is proposed that at least three mass media campaigns are launched on rejection of violence against children, its negative impact on their growth and development and the efficacy of alternative nonviolent approaches to disciplining children. The campaigns are launched in the second and third year of the Strategy and use outdoor, broadcast and digital media. The outdoor campaign may include floats, exhibitions and participatory street theatres. On broadcast media, public service announcements are made on television and radio on popular channels during primetime. On digital spheres, a crowdsourcing approach is used for designing the social media campaign on Facebook. For the three campaigns, the Strategy proposes the following:

- Campaign-I may be conventional in its approach and focuses on parents, caregivers and teachers. The Campaign is built on the Theory of Planned Behaviour and aimed at influencing existing perception and opinion among parents and teachers of the use of physical violence against children. The campaign rejects the prevailing 'normative belief' by giving a counter narrative from the perspective of other people's views. It is important that the campaign integrates 'efficacy,' i.e. the belief among teachers and parents that positive parenting and nonviolent disciplining practices are not only doable and practicable but also far more effective and impactful in the long run.
- Campaign-II, it is proposed, is conceived from, designed with and executed by children for children and those who are around them, i.e. roles and responsibilities of parents and teachers. While the campaign-I may heavily rely on the use of broadcast and digital media, campaign-II is proposed to be consisting of outreach and engagement activities aimed at increasing capacities of children on protection from violence and on use of nonviolent rearing and educational practices from parents and teachers. By relying on the Social Learning Theory, the Campaign projects positive models that children observe and imitate.
- Campaign-III is proposed to be base on 'crowdsourcing' strategy. Crowdsourcing is outsourcing a social cause to an indefinite number and/or groups of people where the campaign's voice becomes a voice of thousands and even millions. The focus of the campaign should be on a complete rejection of any form of violence against children by a broad section of Jordanian society.

8.2.6: Youth Engagement to End Violence Against Children

For a sustained change, the Strategy proposes engaging tomorrow's parents today – adolescents and youth – through a concerned engagement plan. The plan may include, but not limited to, youth-led symposiums in institutions of higher education, community walks, painting or debating competitions and talks. This will help give ownership of the initiative to adolescents and youth and help them develop attitudes towards responsible adulthood and parenting.

8.3: Create Safe Spaces for Children

UNICEF Jordan is providing safe spaces to children through a network of Makani centres. These centres are reaching around 60,000 vulnerable children in Jordan and providing them with a range of programmes and services in a safe environment. Makani centres are located in cities, urban areas, and in Syrian refugee camps and vulnerable settlements in all 12 governorates of Jordan and open to all children irrespective of their nationality, abilities or status. Programmes at Makani centres are designed to promote and contribute to children and young people's full development and wellbeing – physical, cognitive, social and emotional. It links interventions in education – learning support services; CP – psychosocial support services; adolescent and youth participation – life skills and innovation labs; and also integrates health, nutrition, water, sanitation and hygiene services. The Strategy aspires to transfer the basic concept of Makani – safe environment – to homes, schools and parks through social mobilisation.

8.3.1: Safe Homes – Engaging Grandmothers

The Strategy is proposing launching a social mobilisation campaign to register grandmothers through the network of Makani centres to ensure children are not subjected to violence in their homes or neighbourhood. Due to their status, grandmothers enjoy great respect in Jordanian society and their love for their grandchildren is unconditional. They often stay home and have established strong and deep social networks in their communities. The registered grandmothers are provided orientation, with the help of the developed Dialogue Tool, and provided with pictorial toolkit for community outreach. The mass media campaign is also used to reinforce the mobilisation activities and stories and testimonials from the registered grandmothers are used to reach at a wider scale (see box 7 for reference).

As mentioned in previous sections, there are several other organisations in Jordan that have an extensive network of community-based centres. The centres maintained by MOSD are one such example that, in addition to Makani, can also be engaged for extending the campaign to other community-based networks in Jordan.

BOX 7: SHOULDER TO CRY ON – PROGRAMME ENGAGING GRANDMOTHER TO COMBAT CHILD ABUSE IN SWAZILAND

Launched in Swaziland, which used to be one of the worst places in the world when it came to protecting children, the programme "Should to Cry On" is hailed as a model intervention to protect children from violence. The programme engaged grandmothers as allies to combat child abuse. The programme, since 2000, has registered more than 10,000 grandmothers.



8.3.2: Safe Schools and Recreational Areas – Young Volunteers

The Strategy proposes extending the Ma'An Campaign to outside classrooms and creating safe schools and parks for children in general, two of the places where children spend most of their time after homes. The Strategy also proposes engaging children directly in creating and maintaining safe spaces for all children in and on way to and from schools, during breaks and in public parks. One of the four components of the Ma'An Campaign was establishment of School Advocacy Groups (SAG) to promote nonviolent and positive disciplinary methods among school-based staff and students. In schools, it is proposed that SAG is further mobilised in carrying out a volunteer programme where students are engaged as monitors to maintain and ensure safe environment for all children. This activity could also potentially engage school counsellors and other existing committee structures.

Outside schools, the community-based network of Makani is used to map parks, grounds and other recreational places around their immediate vicinity. In these mapped locations, children are scouted who regularly frequent such places and engaged to assume the similar role. It is important that children engaged as volunteers function under a well-defined and well-articulated terms of reference (TOR) and also trained on identifying, responding and reporting instances of violence and bullying. The 'Young Volunteers' may initially be identified and engaged in host communities and schools implementing the *Tarbiyah*' programme and gradually increased in scope and attached to the mass media campaigns for general registration. Children who volunteer as monitors may also be rewarded with special pins/badges and awarded certifications upon successful completion of their engagement tenure.

8.3.3: Safe Classrooms – Continuation of the Ma'An Campaign

The goal of the Ma'An Campaign was to 'reduce the incidence of violence by teachers and educators in all Public and UNRWA schools by 40 per cent in the first year and by 90 per cent in the third year. The Campaign included several activities, including creation of School Advocacy Groups, launch of an Online School Survey, capacity development of educators, media campaigns and community outreach as well as involvement of religious leaders. Considering, violence against children as a means to discipline children is still an accepted social norm in Jordan; the continuation of the programme is still very much relevant. The programme has also proven to be extremely effective in significantly reducing verbal and physical violence in schools in all grades. The Strategy recommends continuation of the Ma'An Campaign in schools, in light of the findings of the recent independent evaluation, with focus on aspects of scale and sustainability. Some of the activities proposed in this Strategy resonate with the findings and the recommendations of the independent evaluation.

8.4: Generate Demand for Support Services

The Violence Against Children Study in Jordan recommends establishment of a safe, well-publicised, confidential and accessible mechanisms for children, their representatives and others to report violence against children.¹⁰¹ One such mechanism is telephone or web-based helplines through which children can report violence and speak to a trained counsellor in confidence. It is important to note that support services, i.e. medical, rehabilitation or psychosocial, can only be provided if the violence gets detected or reported. Since much of the violence is hidden or condoned, it is important that there is widespread knowledge of support services that are accessible, responsive and trusted. A report released by NCFA in 2016, in partnership with UNICEF, finds that there are no policies or procedures in place to regulate the work of child helplines in Jordan. There is also an absence of a centralised toll-free helpline or a web-based system to report and seek support services for the victims of violence in Jordan.

¹⁰¹ Violence Against Children Study in Jordan, UNICEF, 2007

While it is beyond the scope of this Strategy, there is a need to establish a centralised and well-resourced child-friendly reporting system connected to available support services. The Strategy in the present context focuses on the emergency line operated by the Family Protection Department and the protection hotline maintained by the Ministry of Education.

8.4.1: Promotional Placements in Schools, Health Facilities and Other Public Places

The Strategy proposes placements of instructional information in the forms of wall-mounted posters, streamers and physical branding of public facilities to promote available protection services to children. In public health facilities, the information denounces physical violence in all settings and by anyone and tailored to the needs of victims and their caregivers. Similarly, in schools, promotional placement is used to create understanding of different forms of physical violence that can occur inside schools or on the way to and from schools and publicises available services to children for reporting and seeking help. In addition to health facilities and schools, the instructional information is also placed in high commuting areas such as bus stations and shopping malls.

8.4.2: Radio Call-in Magazine Show on Available Services

A radio call-in magazine show is recommended that uses music, celebrities and entertainment avenues popular with older children to inform them of available services to report and seek help in instances of violence. Children and a psychosocial expert can jointly host the show with participation from activists, experts, officials and celebrities.

8.4.3: Demand Generation As A Crosscutting Theme

The Strategy proposes publicising available CP services, especially emergency helplines, available to children and caregivers as a crosscutting theme in all communication activities. In media content and on published material, it is publicised as part of the branding and in interpersonal and group communication it is included as a job-aid.

8.5: Establish need for National Data on Violence Against Children

The availability of data is essential to inform policy-makers to implement measures for prevention, protection and response to violence against children. This requires allocation of resources to improve availability of data on child rights issues in Jordan. The following sets of activities are proposed, on the basis of Kingdom's Multiple Streams Model, to establish a national data stream on violence against children.

8.5.1: A Background Paper on Availability of Data on State of Rights of Children in Jordan

For the policy stream, the Strategy proposes developing a detailed background paper on the availability, or lack thereof, of data and sources of information on the state of rights of children in Jordan. It is important that the background paper not only highlights the gaps but also proposes solutions and associated expected benefits in decision-making and policy formulation in Jordan. However, a comprehensive statistical system on child rights in Jordan is a costly undertaking and may go beyond the scope of the implementation of this Strategy. The Strategy, however, encourages and is also proposing bringing all concerned stakeholders together to devise a plan for instituting a statistical system on child rights that also integrates information collection on social and behavioural issues to address violence against children. Another key aspect, therefore, of the background paper is to identify all existing regular and periodic sources of information that can include collection of data on child rights issues in Jordan in general and more specifically on social and behavioural issues. As a stopgap arrangement, this could greatly help in addressing the information need and providing much needed data on different aspects concerning lives of children in Jordan.

8.5.2: U-Report for Jordan

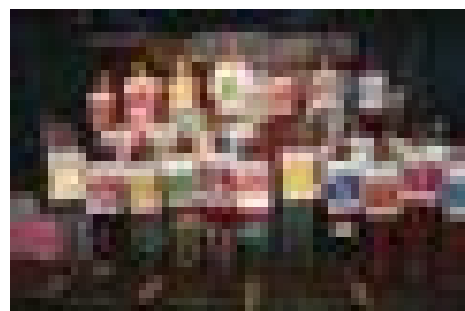
In the absence of a statistical system or regular sources of information on child rights, there is an urgent need for a mechanism through which programming could become reflective of the issues faced by children in Jordan. U-Report is one such tool for community participation, designed to address issues that the population cares about. In the context of this Strategy, U-Report is instrumental for allowing children to speak out against the use of violence and to understand the improvement in their knowledge and self-efficacy. U-Report allows drawing attention to urgent issues with concerned sectors and for creating understanding of what children want or need. Once a U-Reporter is registered, polls and alerts are sent via Direct Message and the tool allows for real-time collection, mapping and reporting of responses. Results and ideas can be shared back with communities. U-Report is implemented in 39 countries across the world but there is none in the Middle East. A U-Report portal in Arabic was developed in 2016 to mainly track the child-friendliness of three municipalities that have introduced Child Municipal Councils. However, its launch has been delayed due to domestic regulations in the telecommunications sector and due to the laborious legal requirements.¹⁰² The Strategy proposes operationalizing and scaling-up U-Report for Jordan for provision of actionable information on child rights issues, especially on violence against children, to inform planning and mobilisation. The system needs to be jointly approached within UNICEF and among government counterparts. The tool in Jordan can be used to understand the extent of and the dynamics associated with violence against children. Moreover, U-Report will allow children in Jordan to participate in the design and implementation of campaigns and activities proposed in the Strategy.

8.5.3: A Caucus of Child Rights Organisations

In order to set up the problem stream, the Strategy proposes establishing a caucus of child rights organisation that includes both national and international entities. The caucus should operate under a well-defined TOR that includes preparing a joint charter, which identifies key areas of actions required for ending violence against children. Among key areas of action, the charter will also highlight the need for a nationally representative survey on the state of child rights in Jordan. The caucus will also help in coordinating actions and identifying resources for implementation of a periodic and regular nationally representative survey.

BOX 8: 2016 USE OF CHARTER OF DEMAND IN THE INTERNATIONAL CHILD RIGHTS WEEK IN INDIA

In commemoration of International Child Rights Week, children put forth the Charter of Demand to the state of Maharashtra in India. The children's Charter of Demand's act as a guide for policy makers to achieve the Sustainable Development Goals in Maharashtra and across India.



The Strategy proposes developing the 'Charter' with active participation of children as well as their representation in the caucus. Children themselves may also present the Charter to media and government stakeholders. The Charter will help layout short-term and long-term demands from children in ending physical violence against them in all settings and by anyone (see boxes 8 and 9).

BOX 9: VOICE TO THE PEOPLE AND COMMUNITY CHARTER OF DEMAND

Voice to the People is a good governance project funded by UK aid that support communities in Southeast region of Nigeria to take ownership of their own development by driving accountability among their leaders, raising their voices to demand the rights and services to which they are entitled, and taking part in the decision-making processes that affect their lives.



One of the strategies used by the project is introduction of a demand tool 'Community Charter of Demand'. The demand tool is a document contains prioritised community needs addressed to duty bearers for redress. They are developed through community effort, and all community groups are part of the process. These demands include the provision of personnel - schoolteachers, health workers - and infrastructure such as roads, drainages, water rehabilitation, and fertilisers and seedlings for farmers.

8.5.4: National Symposium to Apprise Stakeholders

For setting up the political stream, the Strategy proposes holding a national symposium on the state and availability of data on rights of children in Jordan. It is proposed that the symposium is held in close partnership and under the auspicious of the Ministry of Planning and the Department of Statistics. The symposium should culminate with a joint declaration for establishing a national, periodic and regular stream of data collection and reporting on the state of rights of children in Jordan. The symposium should also be used to highlight existing and varying sources of data in Jordan on rights of children.

8.6: Prohibit Corporal Punishment in All Settings

The Strategy has subscribed to Kingdon's Model of Multiple Streams for designing the strategic approach of prohibiting corporal punishment in all settings as well as full implementation of prohibition in schools as per the existing law. The proposed activities, as discussed in previous section, are designed to create political, policy and problem streams for opening up a window of opportunity for formulation and implementation of legislation prohibiting corporal punishment in all settings in Jordan.

8.6.1: Engagement with Political Champions

In the political stream, the Strategy proposes identifying champions through discourse analysis and mobilising them with necessary support for making a strong case against the use of corporal punishment in all settings. The identified champions will be supported for their engagement with press and citizen forums in the form of newspaper articles, talks shows, symposia as well as through establishing a caucus of existing and former parliamentarians in support of the legislative reforms for amplifying their voices. The identified champions will be engaged through individual meetings and voice concerns for both legislative reforms and stricter implementation of existing law on corporal punishment, especially in areas with Syrian refugee children.

8.6.2: Supportive Evidence and Policy Proposals for Comprehensive Legislation

Policy-stream is the process by which policy proposals are generated, debated, revised, and put forth for serious consideration. Policy proposals are more likely to be successful if perceived as technically feasible, compatible with policymaker's values, reasonable in cost, and appealing to the public. Activities in the 'policy stream' will work further on the foundations built by the 'problem stream' for developing supportive and relevant background material, policy proposals and guidelines on legislative reforms and implementation to address physical violence against children. This stream will be generated through development and dissemination of an evidence-based advocacy toolkit. The toolkit will be developed through a consultative process, and contain background papers, policy briefs, legislative proposals and other information material. It will also have a DVD containing documentaries to be used as a ready reference for project's stakeholders.

8.6.3: Media Engagement for Creating Demand

Problem-stream involves persuading policy makers to pay attention to a particular problem, often over others. The contention is that policy proposal can only rise to the top of the agenda when the associated problem is recognised as important. This depends on how it is framed or brought to policy maker's attention. Proposed activities in the 'problem stream' are, therefore, specifically geared towards highlighting the need for legislative reforms and implementation to bring an end to the practice of corporal punishment. This stream will be created through establishing a critical mass of print journalists and television reporters through consultative meetings on rights-based reporting, mentoring and peer-to-peer support. Side-by-side, media engagement will be supported through mobilisation of social media by production and release of video briefs, spots and online endorsements. Activation on television and radio will include television talk shows, public endorsements and media placements.

8.6.4: Supportive Discourse through Religious Ruling and a Joint Call from Civil Society

Political stream also refers to political factors that influence agendas, such as changes in elected officials, political climate or mood, and the voices of advocacy or opposition groups. Specific activities for instigating this stream will include activation of top most religious leadership in the country for issuing a collective religious ruling or fatwa in support of legislation on prohibiting corporal punishment. In parallel, the Strategy calls for reinforcing the religious ruling with joint endorsements by country's child rights network and the coalition of UN agencies and donor organisations. The same will be publicised in mainstream media for wider reach.

BOX 10: FATWA SUPPORTED BY JORDAN HEALTH COMMUNICATION PARTNERSHIP

Implemented by Center for Communication Programs, the Jordan Health Communication Partnership started in July 1, 2004 and continued till January 31, 2013. Among other activities, the Project signed MOU with the Fatwa Department and supported a Fatwa (legal opinion of Islamic laws) on the issue of family planning and modern contraceptives. The Fatwa was also published on the Department's website.



8.6.5: A Personalised Letter to All School Teachers from His Majesty King Abdullah II and Queen Rania Al Abdullah

It is proposed that a personalised letter, in partnership with the Ministry of Education, is delivered to all teachers in every school from His Majesty King Abdullah II and Queen Rania. The content of the letters should broadly consist of appreciating the role of teachers in development of Jordan, praising their efforts and emphasising nonviolent, communicative and participatory methods in teaching. The letters should go one-by-one to reinforce the message. It is also important that the letters are named and have handwritten salutations. The letter should emphasise the need to uphold the prohibition of corporal punishment in schools.

BOX 11: 'LETTER TO THE COMMUNITY' INITIATIVE TO PROMOTE CHILD SURVIVAL IN MALAWI

In 2008, the Ministry of Information and Civic Education and Postal Corporation launched an initiative dubbed as 'Letter to the Community' in partnership with UNICEF to promote child survival and development in Malawi. The initiative reached out to hundreds of thousands of Malawians through a network of 25,000 community leaders through personalised letters from the Minister of Health and other national leaders – all as part of the effort to accelerate Malawi's progress towards the Millennium Development Goal.





9. Strategic Communication Plan

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
1.1	A Series of Short Facilitated Instructional Films on Bullying	Children: Adolescents registered in Makani Centres and school-going girls and boys of adolescent age	<ul style="list-style-type: none"> • Secondary-school Teachers • School Administration • MOE, MOSD • Makani Centres • NGOs <p><i>This activity could potentially be carried out in partnership with private sector.</i></p>	Group discussions in classrooms and Makani Centres through instructional films, i.e. physical, emotional, social and cyber bullying.
1.2	Entertainment-Education: Television Programming on Anti-bullying for Children – Animated Cartoon	Children: School-going girls and boys enrolled in basic schooling	<ul style="list-style-type: none"> • Basic-school Teachers • School Administration • MOE, MOSD • Television Channel • Media Agency <p><i>This activity could potentially be carried out in partnership with private sector. Also, option of dubbing of an existing content may also be explored.</i></p>	Television broadcast and classroom viewing of a 13-episode cartoon series with a possibility of more seasons.

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
1.3	Entertainment-Education: Television Programming on Anti-bullying for Children – Television Drama Series	Children: School-going girls and boys of adolescent age	<ul style="list-style-type: none"> • Secondary-school Teachers • School Administration • MOE, MOSD • Television Channel • Media Agency <p><i>This activity could potentially be carried out in partnership with private sector. Also, option of dubbing of an existing content may also be explored.</i></p>	Television broadcast and classroom viewing of a 13-episode television drama series.
1.4	Campaign: By Children for Children on Physical Violence Against Children	Children: All children, boys in particular of adolescent age.	<ul style="list-style-type: none"> • Media Agency • Television Channels • Radio Stations • MOSD 	A multimedia campaigns, consisting of a outreach and engagement activities.
1.5	Safe Schools and Recreational Areas – Young Volunteers	Children: All children, boys in particular of adolescent age.	<ul style="list-style-type: none"> • Teachers • School Administration • School Advocacy Groups • MOE, MOSD • Makani Centres • NGOs 	Mobilisation in schools and recreational places, based on TOR and SOPs as well as distribution of giveaway items.
1.6	Promotional Placements in Schools, Health Facilities and Other Public Places	Children: Girls and Boys of adolescent age, especially elder siblings	<ul style="list-style-type: none"> • MOH, MOE, MOSD • School Administration • Hospital Administration • Media Agency 	Material placement, i.e. mounted posters, wall hangings and streamers, in schools and hospitals.
1.7	Radio Call-in Magazine Show on Available Services	Children: Girls and Boys of adolescent age.	<ul style="list-style-type: none"> • Public Security Department (PSD) • Media Agency 	Radio broadcast, i.e. 3-month long call-in magazine show on FM channel on every alternate days
1.8	Demand Generation As A Cross-Cutting Theme	Children: All Children	<ul style="list-style-type: none"> • MOE, MOH, MOSD • School Administration • Hospital Administration • Media Agency 	Integrated branding of protection services.
2.1	Back to School: A Positive Parenting Programme for New Parents	Parents and Caregivers: New parents, young couples	<ul style="list-style-type: none"> • Teachers • SAG • MOE, MOSD 	Capacity strengthening seminars on positive parenting in Public Schools.

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
2.2	A Parenting Self-Assessment Application	Parents and Caregivers: All parents	<ul style="list-style-type: none"> • Zain • MOSD • PSD 	Digital application; available on phones and on web for self-assessment and follow-up
2.3	Let's Talk About It: A Dialogue Tool on Alternative Disciplinary Practices	Parents and Caregivers: Mothers and Fathers	<ul style="list-style-type: none"> • Community Workers • Makani Centres • NGOs • Media Agency • MOSD 	A transformative discussion tool based on video documentation of positively deviant cases, inducted in community centres, i.e. Makani
2.4	Participation of Religious Scholars and Faith-based Organisations	Parents and Caregivers: Mothers and Fathers	<ul style="list-style-type: none"> • Religious Leaders • Ministry of Awqaf • ICCS • NCFa 	Religious sermons and lectures in congregational settings with the help of a compendium based on the teachings of Islam
2.5	Entertainment-Education: A Magazine Show on Positive Parenting	Parents and Caregivers: All parents, especially mothers	<ul style="list-style-type: none"> • Media Agency • Television Channels • MOSD 	A 13-episode television magazine show, to be broadcasted during the morning slot.
2.6	A Conventional Mass Media Campaign on Physical Violence Against Children	Parents and Caregivers: All parents	<ul style="list-style-type: none"> • Media Agency • Television Channels • Radio Stations • MOSD 	A multimedia campaigns, consisting of two television commercials, for father and mother and a thematic song.
2.7	A Crowdsourcing Campaign on Physical Violence Against Children	Parents and Caregivers: All parents	<ul style="list-style-type: none"> • Media Agency • MOSD 	A multimedia campaigns, using digital and out-door media.
2.8	Youth Engagement to End Violence Against Children	Parents and Caregivers: Future parents	<ul style="list-style-type: none"> • QNF • NCFa • UNICEF • MOSD 	Youth mobilisation through engagement activities

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
2.9	Safe Homes – Engaging Grandmothers	Parents and Caregivers: All parents	<ul style="list-style-type: none"> • Grandmothers • Community-based Workers • Makani Centres • NGOs • Media Agency • News Media • MOSD <p><i>This activity could potentially be carried out in partnership with private sector.</i></p>	A volunteer community engagement initiative supported with at least a pictorial guidebook on alternative practices, recognition through media engagement, and an online platform for nationwide registration.
2.10	Promotional Placements in Schools, Health Facilities and Other Public Places	Parents and Caregivers: All parents	<ul style="list-style-type: none"> • MOH, MOE, MOSD • School Administration • Hospital Administration • Media Agency 	Material placement, i.e. mounted posters, wall hangings and streamers, in health facilities and public places.
3.1	An Online Certification Programme for All Teachers	Teachers: All teachers, public and private	<ul style="list-style-type: none"> • MOE, MOSD • QRF 	New media; a web-based online interactive certification programme
3.2	Let’s Talk About It: A Dialogue Tool on Alternative Disciplinary Practices and	Teachers: All teachers in areas with Syrian refugee children	<ul style="list-style-type: none"> • MOE, MOSD • SAG • School Administration 	A transformative discussion tool based on video documentation of positively deviant cases, inducted in schools
3.3	A Conventional Mass Media Campaigns on Physical Violence Against Children	Teachers: All teachers, public and private	<ul style="list-style-type: none"> • Media Agency • Television Channels • Radio Stations • MOSD 	Up to three multimedia campaigns, consisting of two television commercials, for basic and secondary school teachers.
3.4	A Crowdsourcing Campaign on Physical Violence Against Children	Teachers: All teachers, public and private	<ul style="list-style-type: none"> • Media Agency • MOSD 	A multimedia campaigns, using digital and outdoor media.

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
3.5	Promotional Placements in Schools, Health Facilities and Other Public Places	Teachers: All teachers, public and private	<ul style="list-style-type: none"> • MOH, MOE, MOSD • School Administration • Hospital Administration • Media Agency 	Material placement, i.e. mounted posters, wall hangings and streamers, in health facilities and public places.
3.6	A Personalised Letter to All School Teachers	Teachers: All teachers in public schools.	<ul style="list-style-type: none"> • MOE, MOSD 	Personalised communication in form of letters.
3.7	Safe Classrooms – Continuation of the Ma'An Campaign	Teachers: All teachers, public schools	<ul style="list-style-type: none"> • School Administration • Ministry of Education • Teachers • SAG • MOSD 	A composite of activities, including administrative actions, mobilisation activities and communication.
4.1	A Caucus of Child Rights Organisations	Parliamentarians: Political champions	<ul style="list-style-type: none"> • Civil Society Organisations • UN Agencies • Aid Agencies • Rights Organisations • Government Organisations • NCFA, MOSD 	Mobilisation of child rights organisations for collective voice.
4.2	Engagement with Political Champions	Parliamentarians: Political champions	<ul style="list-style-type: none"> • UNICEF • NCFA • News Media • MOSD 	Political mobilisation
4.3	Supportive Evidence and Policy Proposals for Comprehensive Legislation	Parliamentarians: All legislators	<ul style="list-style-type: none"> • UNICEF • NCFA • Political Champions • News Media • MOSD 	Political mobilisation through development and dissemination of an advocacy toolkit comprising background paper, policy brief, legislative proposal and a documentary.
4.4	Media Engagement for Creating Demand	Parliamentarians: All legislators	<ul style="list-style-type: none"> • Journalists • Media Activists • News Media • MOSD 	Media advocacy through capacity strengthening workshops and linking communities to journalists.

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
4.5	Supportive Discourse through Religious Ruling	Parliamentarians: All legislators	<ul style="list-style-type: none"> • Religious Leaders • Awqaf • ICCS • NCFA • Fatwa Department 	A religious ruling for community and political mobilisation.
4.6	Supportive Discourse through a Joint Call i.e. Charter of Demand, from Civil Society	Parliamentarians: All legislators	<ul style="list-style-type: none"> • Civil Society Organisations • UN Agencies • Aid Agencies • Rights Organisations • Government Organisations • NCFA, MOSD 	Group Media, a joint call
5.1	A Background Paper on Availability of Data on State of Rights of Children in Jordan	Department of Statistics	<ul style="list-style-type: none"> • Ministry of Planning • NCFA • MOSD 	Resource material to support activities, a background paper.
5.2	Operationalization and scale-up of U-Report for Jordan	Department of Statistics	<ul style="list-style-type: none"> • Ministry of Planning • NCFA, • UNICEF 	An SMS-based system to monitor and report on child rights issues.
5.3	A Caucus of Child Rights Organisations	Department of Statistics	<ul style="list-style-type: none"> • Civil Society Organisations • UN Agencies • Aid Agencies • Rights Organisations • Government Organisations • NCFA, MOSD 	Group Media
5.4	National Symposium to Apprise Stakeholders	Department of Statistics	<ul style="list-style-type: none"> • Ministry of Planning • UNICEF • Civil Society Organisations • NCFA, MOSD • News Media 	Mobilisation through a National Symposium and issuance of Joint Declaration.
5.5	A Series of Workshops on Statistical System on Child Rights	Department of Statistics	<ul style="list-style-type: none"> • Ministry of Planning • UNICEF • NCFA, • Civil Society Organisations 	Capacity strengthening through a series of workshops.
6.1	A Series of Short-trainings on C4D	Counterparts and Partners	<ul style="list-style-type: none"> • UNICEF • NCFA, MOSD • NGOs • Government Counterparts 	Capacity strengthening of partner organisations through a series of short trainings on C4D

No.	Activity Sets	Participant Groups and Segments	Directly Influencing Participants	Media and Tools
6.2	An Online Course on C4D	Counterparts and Partners	<ul style="list-style-type: none"> • UNICEF • NCFA, MOSD • NGOs • Government Counterparts 	Capacity strengthening of partner organisations through a customised online training course on C4D

10. Monitoring and Evaluation

10.1: Responsibility Matrix and Implementation Plan

No	Activity Sets	Main Responsibly	Support Partners	2019				2020				2021				
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
1	A Series of Short Facilitated Instructional Films on Bullying Implementation	Development	• Agency	• UNICEF	•	•	•	•	•	•						
		MOE NGOs	• Agency • UNICEF				•	•	•	•	•					
2	Television Programming on Anti-bullying for Children – Animated Cartoon Broadcast and implementation	Development	• Agency / Channel	• UNICEF	•	•	•	•	•	•						
		MOE NGOs	• Agency / Channel • UNICEF						•	•	•	•				
3	Television Programming on Anti-bullying for Children – Television Drama Series Broadcast and implementation	Development	• Agency / Channel	• UNICEF	•	•	•	•	•	•						
		MOE NGOs	• Agency / Channel • UNICEF						•	•	•	•				
4	Campaign-I: Media Campaigns on Physical Violence Against Children	• Agency	• UNICEF		•	•	•	•	•							
5	Campaign-II: Campaign by Children for Children on Physical Violence Against Children	• Children Museum	• UNICEF				•	•	•	•	•					
6	Campaign-III: A Crowdsourcing Campaign on Physical Violence Against Children	• Agency	• UNICEF					•	•	•	•	•	•			

No	Activity Sets	Main Responsibly	Support Partners	2019				2020				2021			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
7	Safe Schools and Recreational Areas – Young Volunteers	<ul style="list-style-type: none"> • MOE • NGOs 	<ul style="list-style-type: none"> • UNICEF 			•	•	•	•	•	•	•	•	•	•
8	Promotional Placements in Schools, Health Facilities and Other Public Places	<ul style="list-style-type: none"> • Agency • MOSD • 	<ul style="list-style-type: none"> • FPD • MOE • MOH • UNICEF 				•	•	•	•					
9	Radio Call-in Magazine Show on Available Services	<ul style="list-style-type: none"> • FPD 	<ul style="list-style-type: none"> • All Partners • UNICEF 				•	•	•	•	•	•	•	•	•
10	An Interactive Lecture Series in Schools on Anti-Bullying and Violence Against Children	<ul style="list-style-type: none"> • FPD 	<ul style="list-style-type: none"> • Agency • UNICEF • All Partners 				•	•	•	•					
11	Back to School: A Positive Parenting Programme for New Parents	<ul style="list-style-type: none"> • MOE • MOSD 	<ul style="list-style-type: none"> • UNICEF 					•	•	•	•	•	•	•	•
12	A Parenting Self-Assessment Application	<ul style="list-style-type: none"> • Zain 	<ul style="list-style-type: none"> • NCFA, • MOSD • UNICEF 				•	•	•	•	•	•	•	•	•
13	Operationalization and Scale-up of U-Report for Jordan	Operationalization	<ul style="list-style-type: none"> • UNICEF • Telecom Sector 	<ul style="list-style-type: none"> • Child Protection Section 				•	•	•	•				
		Scale-up	<ul style="list-style-type: none"> • MOSD • MOP 	<ul style="list-style-type: none"> • UNICEF 						•	•	•	•	•	•
14	Short Trainings on C4D	<ul style="list-style-type: none"> • Agency • NCFA 	<ul style="list-style-type: none"> • UNICEF 							•	•				
15	Online Course on C4D	<ul style="list-style-type: none"> • Agency • NCFA 	<ul style="list-style-type: none"> • UNICEF 							•	•	•			
16	Let's Talk About It: A Dialogue Tool on Alternative Disciplinary Practices and Anti-bullying	Development	<ul style="list-style-type: none"> • Agency • MOSD 	<ul style="list-style-type: none"> • UNICEF 				•	•	•	•	•	•	•	
		Implementation	<ul style="list-style-type: none"> • NGOs • MOE; • MOSD 	<ul style="list-style-type: none"> • Agency • UNICEF 							•	•	•	•	•
17	Participation of Religious Scholars and Faith-based Organisations	<ul style="list-style-type: none"> • Awqaf 	<ul style="list-style-type: none"> • ICCS • UNICEF 				•	•	•	•	•	•	•	•	•
18	Entertainment-Education: A Magazine Show on Positive Parenting	<ul style="list-style-type: none"> • Agency • MOSD 	<ul style="list-style-type: none"> • UNICEF • QRF • KAF 						•	•	•	•			
19	Safe Homes – Engaging Grandmothers	Design and Development	<ul style="list-style-type: none"> • Agency • MOSD 	<ul style="list-style-type: none"> • UNICEF • Makani Centres 				•	•	•	•				
		Implementation	<ul style="list-style-type: none"> • Makani Centres • MOSD 	<ul style="list-style-type: none"> • UNICEF 							•	•	•	•	•

10.2: Monitoring and Evaluation Framework

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Impact	There is a protective environment created for children in schools, homes and in public places free from violence.	Physical violence against children has halved.	See below	See below	See below	Strategy is implemented to its fullest.
Objective 1	Legislation is passed prohibiting corporal punishment in all settings, including homes, in Jordan.	By 2021-end, corporal punishment of children is prohibited in all settings, including homes, in Jordan.	Official Gazette	0	1	The political system remains responsive to legislative responsibilities.
Outcome 1	Parliament is moved to legislate against the use of corporal punishment in all settings.	A comprehensive legislation is tabled in the parliament	Parliamentary Bill	0	1	There is broad-based support created for the bill.
Output 1.1	Child rights organisations make a joint call on immediate steps required to end physical violence against children.	A Charter of Demand issued by the civil society organisation, with active participation and representation of children, calling for legislation to prohibit corporal punishment in all settings.	Charter of Demand	0	1	There is an agreement among civil society organisations on most important and immediate steps required for child protection.
Activity 1.1	A Caucus of Child Rights Organisations	A caucus of child rights organisations is established with membership from UN Agencies, government and civil society organisation.	Notification	0	1	Child rights organisations are forthcoming to join the caucus.
Output 1.2	Political champions engaged in activities to promote the legislation.	Political champions make a television placement, write an opinion piece and participate in a joint press conference.	Media Reports	0	9	Political champions are provided with necessary support and resources.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 1.2	Engagement with Political Champions	Up to three political champions identified and engaged for pressing for a comprehensive legislation against the use of corporal punishment.	Minutes of the Meeting	0	3	There is political stability in Jordan.
Activity 1.3	Supportive Evidence and Policy Proposals for Comprehensive Legislation	A toolkit is developed to support the legislation on prohibiting corporal punishment in all settings.	Toolkit	0	1	There is required expertise and background material for developing the toolkit.
Output 1.5	There is broad-based support and demand for a comprehensive legislation to prohibit corporal punishment in all settings	There is at least 200% increase in the mainstream news reporting on the need for a comprehensive legislation to prohibit corporal punishment.	Media Content Analysis	TBD	>200%	There are no other pressing, remarkable events that may overshadow news agenda.
Activity 1.4	Media Engagement for Creating Demand	There are at least 20 placements each in print, online and broadcast media calling for the need of a comprehensive legislation to prohibit corporal punishment.	Clippings, Recordings, and Links	0	60	Media is supportive and able to give space.
Output 1.5	There is agreement among senior religious leaders on use of nonviolent methods of rearing and educating children.	A Fatwa is issued denouncing the use of violent methods of rearing and educating children.	Fatwa	0	1	Religious leaders are able to overcome and convince dissenting voices.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 1.5	Supportive Discourse through Religious Ruling	Roundtables are held in 12 governorates and a national convention is organised with participation of 1,000 religious leaders.	Event Reports, Minutes	0	1,000	There is political stability; religious leaders are able to take out time and participate in events.
Objective 2	Use of physical violence against children by teachers has reduced.	By 2021-end, the use of physical violence against children as a method of discipline has halved in all schools in Jordan.	Ma'An Campaign Online Survey	11%	6%	Teachers are provided with necessary support, skills and resources to manage classrooms.
Outcome 2	Teachers are applying nonviolent disciplinary and class management practices.	Teachers, in general, are applying nonviolent disciplinary and class management practices.	Ma'An Campaign Online Survey	TBD	100%	Teachers are not put under further strain and continue to be provided with required support and resources.
Output 2.1	Teachers have the required knowledge and skills to apply alternate nonviolent disciplinary and class management practices.	Based on pre/post assessment, teachers in general have the knowledge and skills to apply nonviolent alternative disciplinary and class management practices.	Pre/Post Assessment	TBD	100%	Teachers have the support from the management to attend the course.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 2.1	An Online Certification Programme for All Teachers	An online certification programme is designed and inducted with 9,000 pre-school, basic and secondary schoolteachers in the use of alternative, nonviolent and positive disciplinary and class management practices.	Web Address, Certificate Completion Reports	0	9,000	There is capacity to design the course, willingness to launch it and teachers are supported and encouraged to take the course.
Output 2.2	Teachers are engaged in transformative discourse to apply alternative disciplinary practices instead of corporal punishment.	More than 80% teachers who attend the tool believe that corporal punishment is unjustified under any circumstances.	Pre/Post Assessment	TBD	>80%	Teachers are able to relate to role models and appreciate how they have handled similar challenges.
Activity 2.2	Let's Talk About It: A Dialogue Tool on Alternative Disciplinary Practices and Anti-bullying	The tool is implemented in 200 schools with 10 teachers from each school and a total of 2,000 teachers.	Registration Sheets	0	2,000	There is required capacity, resources and skills to implement the toolkit.
Output 2.3	Teachers are motivated and encouraged to use nonviolent and positive teaching methods.	Teachers, in general, have the knowledge that corporal punishment is prohibited and the expectation from them is of using nonviolent methods.	Pre/Post Assessment	TBD	~100%	Letter are personalised and delivered by name.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 2.3	A Personalised Letter to All School Teachers	A personalised letter is written and dispatched to 80,000 teachers in public school encouraging and motivating them to use nonviolent and positive teaching methods.	Letters, Distribution List	0	80,000	There is willingness to send the letters; address database is available.
Activity 2.4	Safe Classrooms – Continuation of the Ma’An Campaign	Continue the Ma’An Campaign, in light of the findings and recommendations of the independent assessment.				
Objective 3	Parents and caregivers are convinced of, have the capacity to and are applying alternative disciplinary practices to rear children.	By 2021-end, use of physical punishment to discipline children by parents and caregivers has dropped by half.	Jordan Population and Health Survey	66%	33%	References of subjective norms are supportive of and promote nonviolent rearing practices.
Outcome 3.1	Parents’ knowledge and skills have improved in applying alternative disciplinary practices.	Based on pre/post assessment of Dialogue Tool, knowledge and skills in applying alternative disciplinary practices has improved to more than 80%.	Assessment of Viewer Clubs,	<80%	>80%	Staff at Community Centres has the required skills and capacity to engage parents; Parents access and consumption of media has remained unaltered.
Outcome 3.2	Parents’ belief in effectiveness and necessity of corporal punishment has reduced.	Parents who believe corporal punishment is necessary and helpful in rearing children have halved.	Population and Family Health Survey	22.8%	~10%	Larger subjective norms justifying or encouraging violence against children have not further exacerbated.
Output 3.1	Parents are indirectly reached through media with knowledge and skills to apply alternative disciplinary practices instead of corporal punishment.	An estimated 900,000 parents are indirectly reached with media with knowledge and skills on alternative disciplinary practices.	Media Reports	0	900,000	There is political stability and no remarkable natural or manmade event occurred that leads to a large-scale crisis situation.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 3.1	Media Campaign on Physical Violence Against Children	A conventional mass media campaign is developed and launched on broadcast and print media consisting of commercials, endorsements and testimonials.	Campaign Material, Broadcast Certificates, Clippings	0	1	There are resources and skills to develop the campaign.
Activity 3.2	A Crowdsourcing Campaign on Physical Violence Against Children	A digital campaign is designed and launched based on the crowdsourcing strategy.	Campaign Material, Digital Postings	0	1	There is unhindered access to internet; reputational risks are addressed.
Activity 3.3	Entertainment-Education: A Magazine Show on Positive Parenting	A 13-episode magazine show is produced and broadcasted on a national television.	Broadcast Certificate, YouTube Links	0	1	A Channel/ Producer is willing to partner for the production and broadcast of the magazine show.
Output 3.2	Parents are <u>directly</u> reached through schools, mosques and other community networks with knowledge and skills to apply alternative disciplinary practices instead of corporal punishment.	An estimated 1.5 million parents are <u>directly</u> reached with media with knowledge and skills on alternative disciplinary practices.	Engagement Reports	0	1.5 million	There is political stability and no remarkable natural or manmade event occurred that leads to a large-scale crisis situation.
Activity 3.4	Back to School: A Positive Parenting Programme for New Parents	The programme is launched in 100 schools for two intakes of enrolment in basic and primary schooling for an estimated 20,000 parents.	List of Participants; List of Schools	0	20,000	Parents are able to give time to take part in the programme; teachers and counsellors have the required skills, resources and capacities to implement the programme.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 3.5	A Parenting Self-Assessment Application	A mobile application is developed and launched for download and along with new subscription to mobile phone services.	A Mobile App	0	1	Private telecom sector is forthcoming and willing to partner in developing and launching the App.
Activity 3.6	Let's Talk About It: A Dialogue Tool on Alternative Disciplinary Practices	The tool is implemented in 220 Makani Centres and 60 Community Centres with 3 groups each of 20 men and women to an estimated 33,600 parents.	Registration Sheets	0	33,600	There is required capacity, resources and skills to implement the toolkit.
Activity 3.7	Participation of Religious Scholars and Faith-based Organisations	At least 4,000 religious leaders 900 female scholars give at minimum two Friday sermons and lectures on nonviolent practices in rearing and educating children in light of the teachings of Islam.	Self-reporting	0	9,800	Religious leaders are willing to promote nonviolent practices.
Output 3.3	Family members are mobilised to ensure children are free from violence at home.	An estimated 200,000 households are reached with mobilisation of family members.	Mobilisation Report	0	200,000	Family members are willing to and actively take part in ensuring violence free homes in their neighbourhoods.
Activity 3.8	Safe Homes – Engaging Grandmothers	An estimated 5,600 grandmothers are engaged from 280 Makani and Community Centres with 20 grandmothers from each catchment area.	Registration Reports	0	5,600	There are required resources, skills and capacities at the community centres.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Activity 3.9	Youth Engagement to End Violence Against Children	At least 20 youth-led university events, 12 governorate level talks, three walks and three national competitions are held to promote responsive adulthood and positive parenting among tomorrow's parents and mobilising them to ensure protective environment to their younger siblings and relatives.	Event Reports	0	100,000	Universities agree to facilitate engagement activities; adolescents and youth are forthcoming to actively take part in engagement activities.
Objective 4	Children's capacity to prevent themselves from violence, respond to such instances and rejection of bullying and physical attacks has increased.	By 2021-end, reported incidents of bullying and physical attacks in schools and areas of recreation in Jordan among all students, especially towards Syrian refugee children, have dropped by half.	Makani Centres	63%	31%	Support services are responsive to reported cases of bullying.
Outcome 4.1	Children's knowledge and skills have improved in responding to instances of violence and rejection has increased in engaging in such practices.	Based on pre/post assessment of Viewer Clubs, knowledge and skills to respond to violence and rejection to engage in such practices has increased to more than 80%.	Reports from Viewer Clubs	<80%	>80%	Teachers and counsellors have the required skills and capacity to engage children; larger prejudices and conflicts are not further exacerbate.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Output 4.1	Children engaged in acquiring protective and preventive knowledge and skills to respond to instances of violence.	An estimated 1.5 million children are directly or indirectly reached with preventive and protective knowledge and skills to respond to instances of violence.	Media Reports	0	1.5 million	There is political stability and no remarkable natural or manmade event occurred that leads to a large-scale crisis situation.
Activity 4.1	A Series of Short Facilitated Instructional Films on Bullying	A series of five short instructional films is developed with a discussion guide and administered in 300 schools with an estimated 90,000 children.	Instructional Films	0	90,000	There is willingness to administer the instructional films; teachers/ councillors are able to give time to the initiative.
Activity 4.2	Television Programming on Anti-bullying for Children – Animated Cartoon	A 13-episode cartoon series is produced and broadcasted on a popular television channel.	Broadcast Certificate, YouTube Links	0	1	A Channel/ Producer is willing to partner for the production and broadcast of the serial.
Activity 4.3	Television Programming on Anti-bullying for Children – Television Drama Series	A 13-episode drama serial is produced and broadcasted on a popular television channel.	Broadcast Certificate, YouTube Links	0	1	A Channel/ Producer is willing to partner for the production and broadcast of the serial.
Activity 4.4	Campaign by Children for Children on Physical Violence Against Children	An engagement campaign is developed and launched with active participation of children in design and implementation of the campaign.	Campaign Report	0	1	There are resources and skills to develop the campaign; children are supported for their active participation in running the campaign.
Outcome 4.2	Incidents of bullying and physical attacks among children in schools and recreational areas have dropped.	There is an expected 50% drop from the pre-assessment in incidents of bullying and physical attacks in schools and recreational places where programme is launched.	Pre/Post Assessment	TBD	<50%	Follow-up and support services are responsive; children are actively participating.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Output 4.2	Schools and recreational places are made safe for children.	Children mobilised in a total of 100 schools and 500 recreational areas to be made safe for their peers.	Mapping Report	0	600	Children actively take part in in the volunteer programme and supported by adults.
Activity 4.5	Safe Schools – Young Volunteers’ Programme	At least 400 students inducted from 100 participating schools with four young volunteers recruited from each school.	Registration List	0	400	There is willingness to launch the course, teachers/ councillors are able to give time to the initiative, and children are forthcoming and permitted by their guardians.
Activity 4.6	Safe Recreational Areas – Young Volunteers’ Programme	At least 1,400 volunteers inducted from 220 Makani Centres and 60 Community Centres with five young volunteers recruited from each catchment area.	Registration List	0	1,400	There is at least a recreational facility in each catchment area; young volunteers are forthcoming and permitted by their guardians.
Objective 5	Planning and response to end violence against children in Jordan has improved with availability of reliable, comprehensive and current data.	By 2021-end, a regular and periodic data stream, i.e. statistical system, is created to provide information on scale, severity and different forms of violence against children in Jordan for the purpose of improved planning and response.	A report from a newly established statistical system on child rights in Jordan	0	1	The concerned stakeholders are willing and have the capacity to induct a statistical system on child rights in Jordan.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Outcome 5	A stopgap arrangement is made for data needs and recognition is created for establishing a statistical system on child rights in Jordan	Ministry of Planning, Department of Statistics and Minister of Planning and International Relations give supporting statements on the need for creating a statistical system and the actions they will be taking in this respect.	News Clippings	0	3	Required resources, capacity and skills are available; a statistical system does not conflict with any political agenda.
Output 5.1	There is a regular source of information available on the needs and wants of children in Jordan.	Periodic reports are issued on the analysis of polls and alerts generated through U-Report.	Periodic Reports	0	4	There is an active registration drive and older children have access to mobile phones.
Activity 5.1	Operationalization and Scale-up of U-Report for Jordan	An SMS-based interactive system allowing monitoring and understanding of child protection issues in Jordan is developed.	Dashboard, Access Code	0	1	Resources are available, legal and operational hurdles are overcome and there is an agreement on fully launching the U-Report in Jordan.
Output 5.2	The importance of a statistical system on child rights is highlighted.	The findings and the recommendations made in the paper are discussed in at least ten print, digital and broadcast news sources.	News Clippings	0	10	Media brief is shared with prospective news sources and the news agenda is not overshadowed by any unique event.
Activity 5.2	A Background Paper on Availability of Data on State of Rights of Children in Jordan.	A paper containing detailed analysis of available data, gaps therein, and potential and new sources of information on child rights in Jordan is published.	Published Paper	0	1	An expert is available to conduct the analysis.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Output 5.3	There is an agreement on the need for establishing a statistical system on child rights in Jordan.	A Joint Declaration is issued by participants of the national symposium on the need for establishing a statistical system on child rights in Jordan.	Joint Declaration	0	1	Participants understand the important of filling the gaps in terms of available information on child rights in Jordan.
Activity 5.3	National Symposium to Apprise Stakeholders	A half-day symposium is held with representation from all key stakeholders.	Event Report	0	1	Participants are able to take out time and participate in the Symposium
Output 5.4	There is required capacity for integrating and collecting SBCC information in Jordan	A Statistical System is prepared containing adapted plans, tools and templates for collating information on child rights in the context of Jordan.	A Statistical System	0	1	There is agreement on creating a statistical system on child rights in Jordan that includes SBCC indicators.
Activity 5.4	A Series of 'Design Workshops' on Statistical System on Child Rights	Three workshops held for management, statisticians and surveyors on survey design, processing and interpretation, analysis and dissemination	Workshop Reports	0	3	Participants are facilitated to take part in the workshop and are able to provide time and energy to design survey material.
Objective 6	C4D programming has improved among partners and CP workers through strengthened capacity to respond to social and behavioural challenges to end violence against children in Jordan.	By 2021-end, there is an institutionalised, in-house and regular capacity-strengthening programme for UNICEF partners and others in Jordan on design and implementation of C4D strategies for realisation of rights of children in general and more specifically to support efforts to end violence against children.	A series of trainings held and online course on C4D launched	0	2	Counterparts and partners realize the importance of C4D and willing to take part in capacity strengthening activities.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Outcome 6	Aspiring and existing professionals have improved understanding of C4D.	Based on pre/post assessment, understanding of C4D in general and its application in programming has increased to more than 80%.	Pre/Post Assessments	<80%	>80%	Participants actively take part in training course.
Output 6.1	Key focal points from frontline, management and programme participate in customised training programmes on C4D.	A total of 60 professionals, 20 each from frontline, management and programme participate in the training programmes.	List of Participants	0	60	Participants are able to take out time to attend and participate in the courses.
Activity 6.2	Short Trainings on C4D	3 separate trainings are held for frontline workers, managers and communication professionals	Workshop Reports	0	3	Facilitator is available to conduct the course.
Output 6.3	Staff at Makani and other community outreach centres with partners attends online training on C4D.	Up to 300 staff at Makani Centres and Community Centres under MOSD attends online training course.	Completion Reports	0	300	Staff is permitted and facilitated by management to attend the course.
Activity 6.4	Online Course on C4D	An online course on C4D is designed for basic, intermediate and advance skills.	Web Link	0	1	There is capacity to design, launch and sustain C4D courses.
Objective 7	There is increase in accessing support services to respond to instances of violence against children.	By 2021-end, inbound calls to helpline to report and seek support in instances of violence against children have doubled.	Logbook	TBD	Doubled	Support services are functional and responsive.
Outcome 7	Knowledge of available support services has increased.	There is twofold increase in the knowledge of support services	U-report	TBD	Twofold	There is already existing knowledge of and positive experience in accessing support services.

Project	Intervention logic	Objectively Verifiable Indicators (OVIs)	Means of Verification	Baseline Target	Target	Important Assumptions
Output 7.1	Children, caregivers and family members are exposed to support services available and accessible in cases of violence against children.	An estimated 3.3 million children and caregivers are potentially exposed to available support services.	Mapping Report	0	3.3 million	There are resources available and support provided in placing material in high visible areas.
Activity 7.1	Promotional Placements in Schools, Health Facilities and Other Public Places	Material is placed in 1,500 health facilities, 100 public places and 5,000 schools.	List of Placements	0	6,600	Required support and facilitation is provided in placement of printed material.
Output 7.2	Children, adolescents and youth tune-in to listen and participate in the show.	An estimate 200,000 children and youth in Jordan have tuned-in to listen at least one of the episodes.	Media Report	0	200,000	Show is launched on a channel and during timeslot popular with adolescents.
Activity 7.2	Radio Call-in Magazine Show on Available Services	Two 26-episode radio call-in magazine shows produced and broadcasted	Broadcast certificates, Recorded episodes	0	2	A Channel/ Producer is willing to partner for the production and broadcast of the serial.
Output 7.3	Children and teachers attend and participate in the lecture series.	An estimated 50,000 students and 3,000 teachers attend the lectures	List of Participants	0	53,000	Schools provide required support and facilitation in organizing lectures series.
Activity 7.3	An Interactive Lecture Series in Schools on Anti-Bullying and Violence Against Children	A lecture series is held in areas with Syrian refugee children in 100 schools with on average 500 children in each school.	Activity Plan, List of Schools	0	100	Schools provide required support and facilitation in organizing lectures series.



11. Sustainability

Sustainability is one of the key principles and a central pillar on which this Strategy is designed. As explained in the previous section, the communication sphere itself plays a key role in reinforcing the principle of sustainability by facilitating behavioural change, empowering people to act and catalysing social change. The Strategy's very objective is to change norms and behaviours that become basis of, condone or justify physical violence against children. By creating a supportive discourse and a protective environment for children, the Strategy is aimed at creating lasting social change.

At the output-level too, the Strategy is conscious of and has integrated elements of sustainability in each activity-set. The Strategy has proposed conducting impact assessments on the use of short facilitated instructional films, the positive parenting programme for new parents and the dialogue tool on alternative disciplinary practices. In light of the findings from these assessments and as per the learning from implementation, the activities may be followed up with a scale-up strategy for applying these tools at the wider level. Similarly, for the proposed animated cartoon series for younger children and the television drama series for adolescents on the issue of bullying, the Strategy proposes developing a 'partnership strategy' with a network through which subsequent seasons can be developed. Furthermore, all television products are packaged together with a screening kit that includes a discussion guide through and constituting 'viewer clubs' in schools and Makani centres to not only increase viewership but also for assessing the transformative change. For creating safe spaces outside classrooms in and around schools and in recreational areas through engaging young volunteers, a mainstreaming strategy is required to take the initiative beyond high-prevalent areas to a national scale.

The Strategy, in view of the challenges in implementation, has proposed both long and short-terms activities for building and strengthening capacities of caregivers and teachers. While an online course on C4D will help building capacities and establishing a critical mass of C4D professionals in the long run, proposed short-term trainings will be instrumental in addressing immediate needs. Teachers and caregivers, especially CP workers, will also be receiving trainings in implementing discussion guides for generating positive discourse. This will help improve their capacities in general in conducting group sessions and facilitating discussions.

A number of proposed activities are planned as such that they become part of the system and continue influencing deeply entrenched norms, attitudes and behaviours even after the life the Strategy. The 'Young Volunteers' Programme' in schools and recreational places, the 'Positive

Parenting Programme for New Parents,' Fatwa' on nonviolent childrearing, and the 'Certification Programme for All Teachers' on alternative disciplinary practices and participatory class management are among some of the activities aimed for institutionalisation and bringing continuous lasting changes in the Jordanian society.

In view of improving and sustaining, recognition and demand for available services in the long run, the Strategy is proposing integrated branding of such services as a crosscutting theme in all communication activities.

The Strategy has also proposed establishing the need for a statistical system on child rights and finding avenues from existing sources of information for improving availability of data, which in the long run will help planning and responding to child rights issues in Jordan including violence against children.

Finally, a set of activities aimed at creating an enabling environment and advocating a comprehensive legislation on prohibition of corporal punishment in all settings and by anyone will go a long way in ending violence against children.



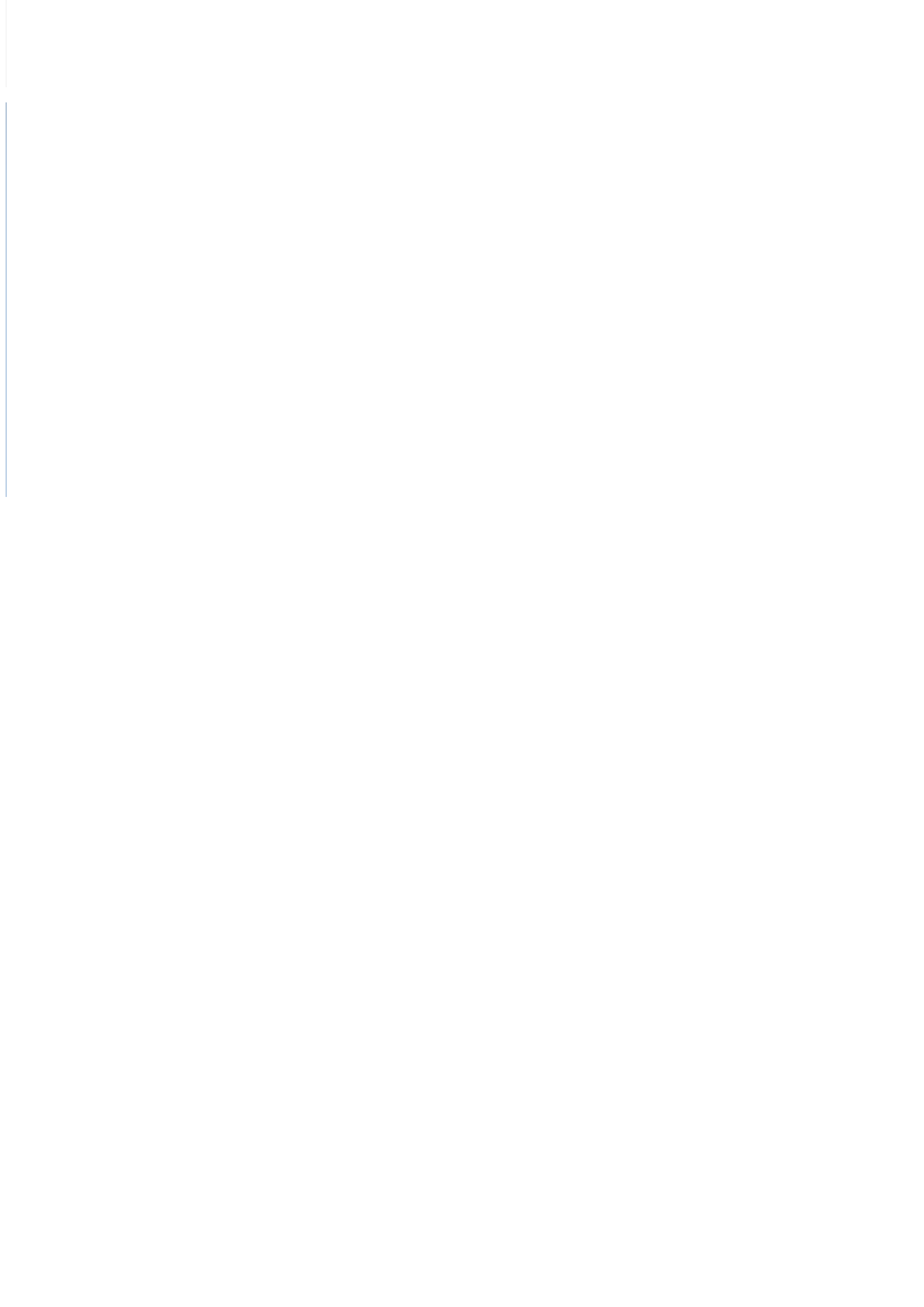
12. Management and Coordination

It is proposed that the management and coordination role for the implementation of the Strategy is assigned to the NCFA due to its mandate of being an umbrella organization and a coordinating body for relevant governmental and non-governmental agencies in the field of human and social development and family affairs. As per its mandated role, it is expected that the NCFA will strive to build constructive relationships with all relevant actors in order to ensure a better quality of life for Jordanian families.

For the purpose of this Strategy, it is proposed that a high-level ministerial committee is constituted from relevant Ministries and Departments to steer the overall implementation. The Steering Committee also has representation from civil society. The meetings of the Steering Committee are convened quarterly where all implementing partners present status reports as well as discuss and seek guidance for overcoming challenges in implementation. A detailed Terms of Reference are developed in view of the role envisaged from the Steering Committee as a whole and from its members. For the Steering Committee, the chairpersonship may be rotated between implementing ministries and departments, however the coordination role and the secretariat office remain with the NCFA.

In addition to the Steering Committee, the Strategy is also proposing setting up an Implementation Review Committee at the managerial level with membership of focal persons from all implementing partners. The review meetings are held every month and, in addition to review the status of implementation, discuss in detail matters concerning inter-departmental coordination and support. Similar to the Steering Committee, a detailed Terms of Reference is also developed for the Implementation Review Committee.

The Strategy also includes integrated work plans for all implementing partners that identify collaborating partners against every activity sets. In the work plans, timelines are developed in view of the complementary and reinforcing role of each of the activity set to one another.



Changing Norms and Behaviours
**TO END PHYSICAL
VIOLENCE**
Against Children in Jordan
2019 – 2021

