



JORDAN

Makani Standard Operating Procedure (SOP)



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Acronyms

PSS:	Psychosocial Support
LS:	Life Skills
LSS:	Learning Support services
FE:	Formal Education
NFE:	Non-formal Education
OOSC:	Out of school children

Introduction

Purpose of the Guide

This guide is designed to assist UNICEF staff and partners in establishing and operating Makani Centers in Jordan. It attempts to provide readers with the main principles of Makani and the processes on how to establish one.

The overall aim is to improve the standards and capacity of center staff by providing the required knowledge to support the design and operations of Makani. More specifically, this guide attempts to broaden and strengthen the knowledge, skills and attitudes of centers' officers/volunteers staff so that they are able to respond to the multi-faceted needs of children.

This guide is a practical tool for UNICEF Makani partners. It covers all aspects of developing and operating a Makani and presents design approaches that may be adapted in Camps and host settings.

Target audience

This guide is designed to assist UNICEF Makani partners specifically, the Makani frontline worker, in planning, establishing and/or implementing the structural, programmatic, managerial and organizational aspects of the Makani programme. It is also intended to be of value to partner organizations implementing psychosocial, education and child protection initiatives within the centers.

Methodology

Several consultations have been conducted with relevant staff from UNICEF and other Partners. These consultations reflect the valuable experiences of various Makani partners and gathers information about best practices and lessons learned.

Terminology

The term "Makani" is used throughout this document to refer to the concept of "My Space" comprehensive approach (I am safe, I can learn, I connect).

Defining Makani Spaces

A Makani centre offers a comprehensive approach to service provision which covers learning support services, skills building programmes and psychosocial support. Each Makani should have a community outreach component which is linked with the services being provided at the centre. Makani will act as a centre to refer boys and girls to other specialized services such as official education including FE and NFE and case management for CP and GBV.

Makani supports the engagement of local networks of partners to facilitate best-in-class thinking, practices and applications necessary to enable and expedite systemic, sustainable change. This will be done by creating opportunities for children and young people with unique insight into the challenges that affect their communities to team up with local experts for the purpose of developing creative and innovative solutions for those challenges.

Principles of Makani Spaces



- Makani is secure and “safe” environments for children
- Makani is using exiting capacities, resources and services within a community, civil society and governmental organizations
- Makani uses a fully participatory approach for design and implementation
- Makani is inclusive and non-discriminatory
- Makani provides services for free

Makani Promises

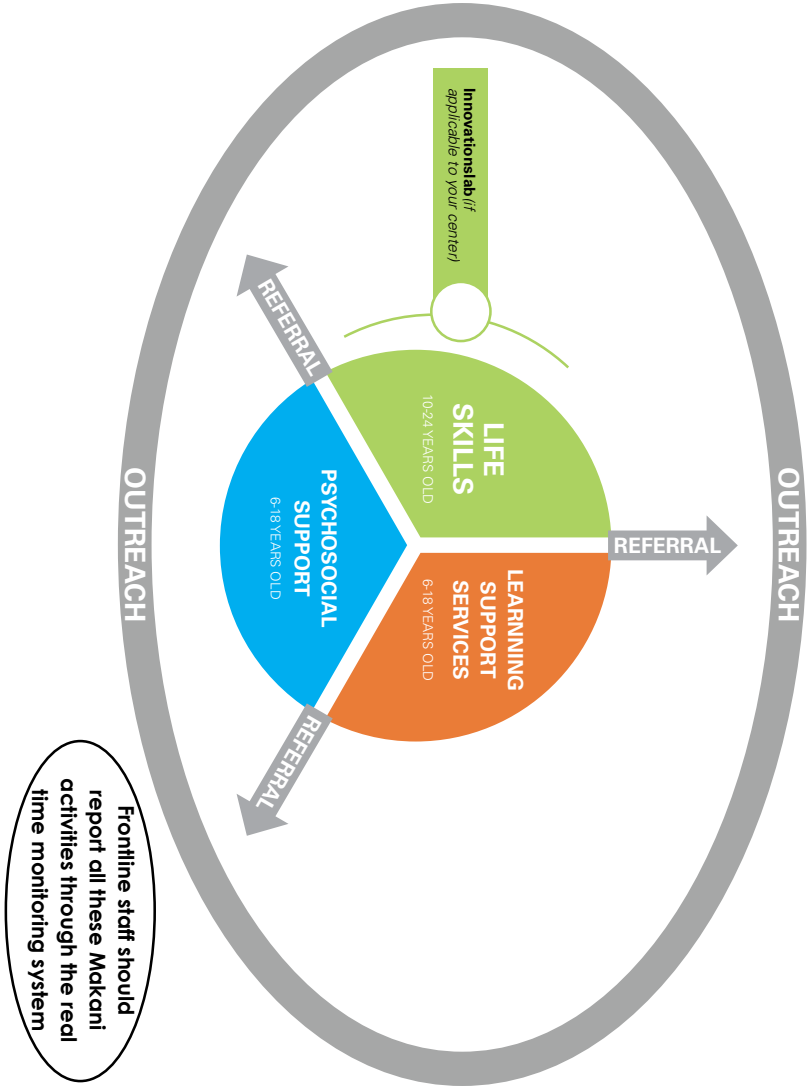


In a Makani Centre, we promise to:

- Provide children and young people with a safe place to connect, learn and play in a healthy and clean environment
- Provide learning opportunities for children in Arabic, Mathematics, English and Science
- Ensure that out of school girls and boys receive the support they need to go back to formal learning/ formal schools (subject to availability of seats)
- Provide life skills training for adolescents and youth (10-24 years old) to support civic engagement and social cohesion, as well as fostering employability
- Refer children in need, including out-of-school children, to appropriate services
- Ensure that all children have equal access to services regardless of gender, ability, language, ethnicity, religion, or nationality
- Provide information for parents and caregivers about child rights, protection and gender-based violence
- Engage community members of all ages in activities that improve their social and emotional well-being



Makani Components



Component 1: Psychosocial Support

What are child protection/psycho-social support services at Makani?

Psycho-social work is a component of child protection and this term intersects with the term “social work”. The term “psycho-social work” describes the joint activities that prevent negative effects on wellbeing and alleviate them. Local community initiatives, such as parent awareness programs and child and youth activities, enhance the family’s and local community’s ability to support one another.

Psycho-social wellbeing is achieved when the basic needs of children and families such as security, clean water, shelter, food, livelihood and education are fulfilled. The role of any psycho-social programme is working closely with all other sectors in the area of humanitarian response to achieve the following:

- Lobbying support to fulfill the needs of the affected populations of basic services and security.
- Ensure that the humanitarian response takes place in a manner that supports psycho-social wellbeing. The matters that require special attention include mobilizing the local community so that it plays a central role in the humanitarian response.



What are the forms of the psycho-social support offered by “Makani” centers?

Makani child protection / psycho-social support programme guarantee that the vulnerable and refugee children at risk, along with their families and host communities affected by the state of emergency, have access to appropriate services in the areas of psycho-social support, child protection, and gender-based violence. Check diagram 1.0 for more information on different PSS levels.

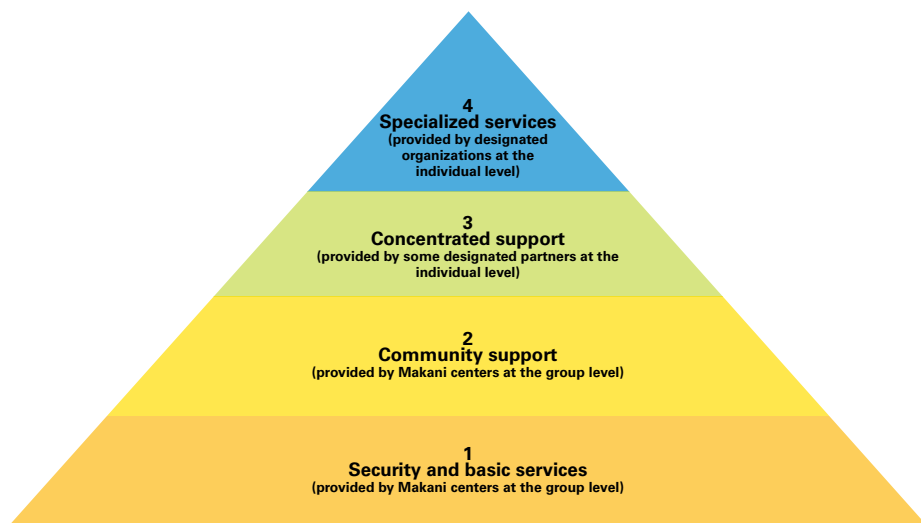


Diagram 1.0: PSS levels

Who are those targeted by psycho-social support programs at “Makani” centers?

The “Makani” centers target youth and adolescent Syrian (or other) refugees residing in Jordan, whose ages range between 6 and 18 years, who were forced to flee as a result of the violence, in addition to at-risk children from all nationalities including Jordanians. All these children are the direct target of all child protection interventions in cases of emergency supported by UNICEF.

All population centers of refugees include several groups of children who should be given priority in terms of the components of child protection and psycho-social support at “Makani” centers. These include the following groups:

- Children not enrolled in schools.
- Adolescent girls.
- Children unaccompanied by their families or separated from them.
- Children with special needs.
- Children survivors of gender-based violence, including early marriage.
- Children who are working or at risk of working.
- Boys and girls at risk of conscription or those already enlisted in militias or armed forces.



When the matter pertains to Jordanian children, priority should be given to children with special needs, children not enrolled in schools, children of extremely poor families, children who are found to be begging or working in the streets, and children of female-headed households.



How to deliver PSS in Makani?

PSS delivery in Makani centers includes:

1. Children's Activities:

- Recreational activities: should be supported by structured activities to be considered a part of PSS.
- Structured activities: activities that have a pattern. These activities help to establish a routine for the child (important for OOSC and children and refugee children as they lack the presence of a routine in their daily lives)
 - for more info on the differences between recreational and structured activities, check **table 1.0**
 - for info on the mechanism and steps of enrolling children in PSS check **diagram 2.0**

2. Parents and community awareness sessions:

There are many Services that may be offered to parents and committee members through "Makani" centers:

- Health, personal hygiene and reproductive health
- Assisting in securing information on infant immunization and birth registration
- Raising awareness on the use of "Amani" campaign messages and offering assistance to refugees to address violence against children, gender-based violence, sexual assault, early marriage, and other harmful practices.
- Food awareness.

Recreational Activities	Structured Activities
No order or routine is established	Established the necessary routine for the child (e.g. morning's song)
Unplanned	Planned based on the indicators and the manual
Not directed	Directed
Child protection messages are not included	Child protection messages are included
Parents are not involved	Parents are involved
/	The facilitator uses child behavior management strategies (e.g. the heart contract)
/	Brain-gym activities are part of the plan
May or may not include the three levels of structures activities.	Has three levels: Intra-personal , Inter-personal, and Imagination
All kinds of sports that are not planned as per the structured PSS manual.	

Table 1.0: differences between recreational and structured activities



Examples of recreational activities:

Example 1 - Sports: Organize, or ask the older children to organize and coach several different sports. If you don't have the «right» kinds of balls, have some made by older students and parents!

Example 2- Music: In addition to having children sing familiar songs, encourage the older ones to come up with new melodies and lyrics.

Example 3- Puppet Shows: It is best when children come up with their own stories they want to act out or play through puppets. However, depending on their ages, you may have to suggest themes and storylines.



Example of a structured PSS activity:

Repeat the same routine every time

1. Sing the morning song with the children
2. remind them of the heart contract
3. give them two activity options from the manual and ask them to choose one
4. explain to them what the activity is and what is the purpose of it
5. make sure that all the children are engaged
6. If you think that a certain child needs individual counseling, refer the case.

3. Mobilize networks to support families and the local community (community committees):

Parent mobilization and local community support networks are a basic element of any sustainable psycho-social response and lays the foundation for an environment where children feel safe and where resilience and social cohesion are encouraged.



Membership:

It is a voluntary body. All members of the community committee should meet some basic criteria for membership, including willingness to be involved, commitment, ability to work effectively with others, and they should have an adequate amount of time to commit to the activities. All decisions in the committee should be made democratically. Members can be chosen from all sections of the community, including religious leaders, teachers, social workers, members of CBOs, women activists, youth, and children etc. Preferably, the agency responsible for encouraging community members to form the committee should conduct an informal interview to measure the capacity, interest, willingness and availability of each member to contribute to the objectives of the committee. Each committee should have 12 to 15 members.

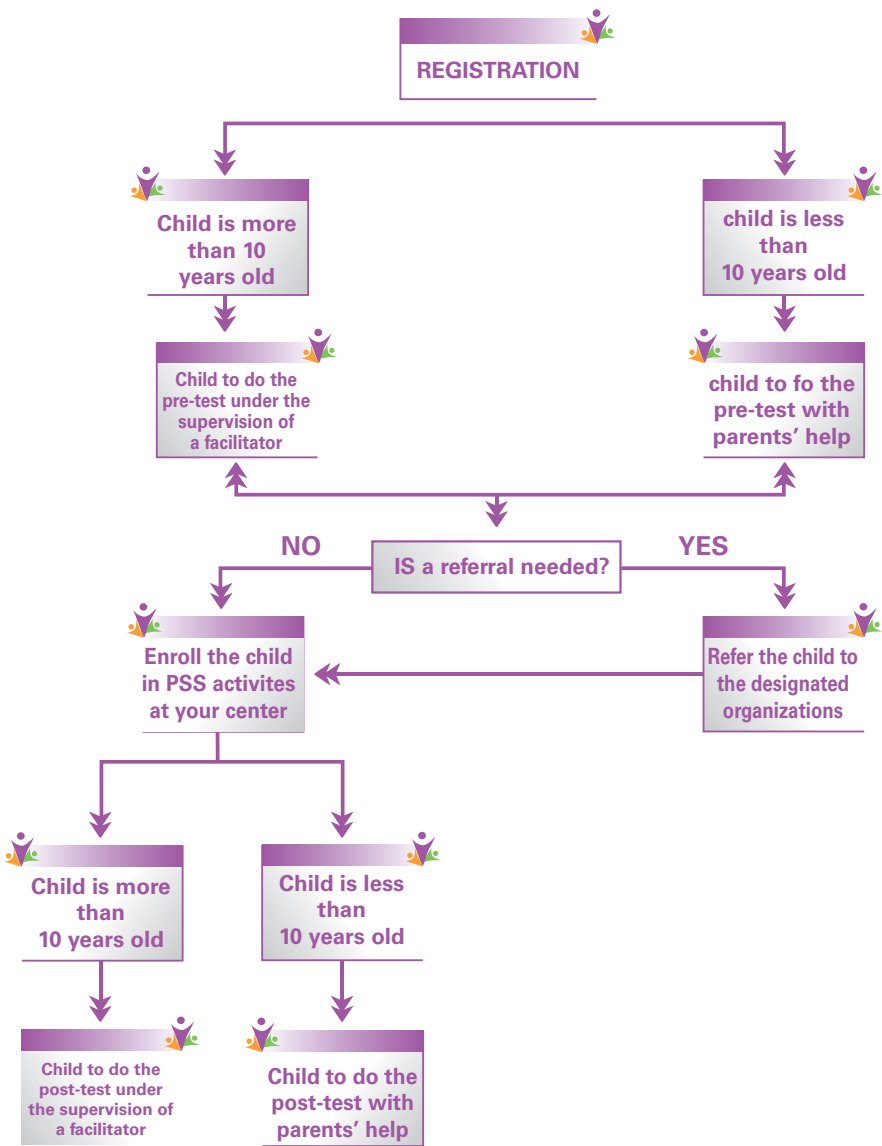


It's preferable to exert efforts to engage existing networks with religious figures, youth, children and women. Families and members of those networks should be made aware of available support for comprehensive issues on child protection, including early marriage, child labor, child conscription, child trafficking, and emotional violence/emotional abuse, etc.



GBV and CP cases have to be referred to the resigned organizations. For information on referrals at Makani centers, please check referral component

Diagram 2.0: mechanism and steps of enrolling children in PSS



Key Resources and tools:

➤ Links

Full Child Protection/PSS Folder:

<https://www.dropbox.com/sh/9p76f5z987cftbz/AACkz5JLtiLPSVYKEehmp5ta?dl=0>

Amani Campaign:

https://www.dropbox.com/sh/r5u881b91nqnr/11AACakMxq55EFp_5TpVUD4LwNa?dl=0

Parents Sessions Manual:

<https://www.dropbox.com/sh/kwxjz7mwqddmsbkAAA4eNXUCAod8hodpaSrxwR3a?dl=0>

PSS Activity Material:

<https://www.dropbox.com/sh/bttb2kn3yhd8lenAADXyDshBQjWmXnmKWX7mW6ea?dl=0>

PSS Pre and Post Baseline Assessment:

<https://www.dropbox.com/sh/ei093ywqo6mox8j/AAC5sHhNKgcxLQxv-nVEWprYa?dl=0>

Data entry portal for PSS Pre and Post Baseline Assessment:

<http://goo.gl/forms/dkVCPnFBsl>

➤ Annexes:

Pre-assessment form for children aged 6 – 11 years

Pre-assessment form for children aged 12 – 17 years



Component 2: Learning Support Services



Learning Support Services (LSS) will replace the current IFE component in all Makani centers, starting from January, 2017; as per new signed PCAs

What is the Learning Support Services (LSS) component?

Main Goal: This component aims to provide structured learning services at MAKANI centers in accordance with the learners' educational needs and their educational level, taking into consideration students' individual differences. This allows them to possess the necessary skills and knowledge at every educational stage. In addition; this programme will be replacing the current education module starting from January 2017 and for the upcoming agreements with UNICEF.

The main fundamentals of this component are:

- The fundamentals of this component are:
- The ideal place for children of school age is school itself. Therefore, the first step should be referring out of school children to the formal education system (formal schools). If this is not possible, then the child should be referred to non-formal education which is provided by UNICEF's partner "QuestScope". In addition to the referral, the child has to take the pre-test and then enroll –if needed- in learning support services in the Makani center.

For further explanation on formal and non-formal education or for information on the referral mechanism, please check component 5.

- LSS does not include promotion or certification.
- Focus on the learning environment in terms of place and methods to provide an environment that is attractive to children.
- Enable opportunities to discuss the various issues relevant to child education with parents and provide support to each child according to his needs and capacities.

Who is it for?

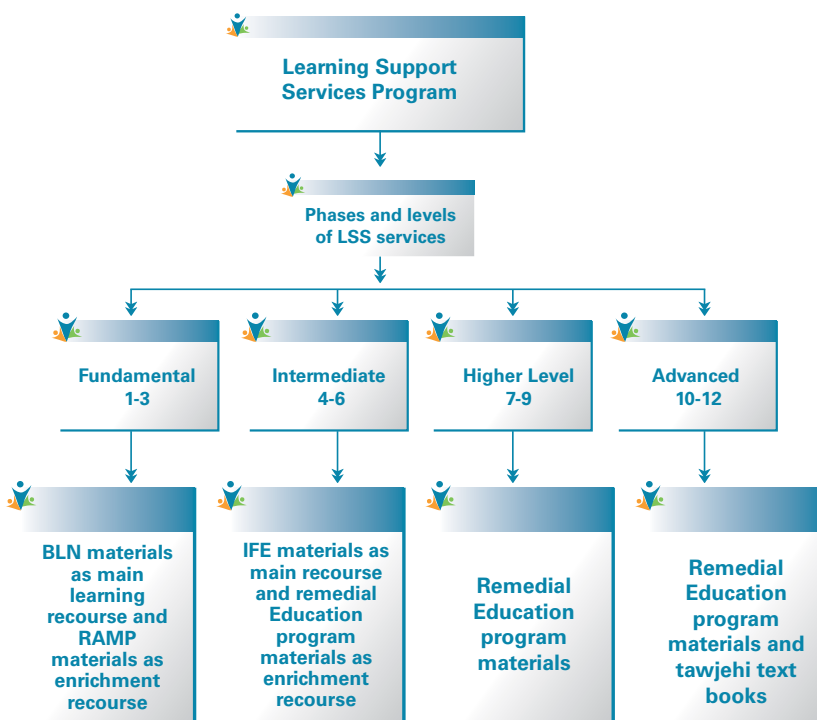
This program targets all school-aged children (6-18) whether they are in or out of school and with different nationalities.

How is it implemented?

- a. The programme is divided into four levels "phases"
 - Level I - Fundamental level: children whose level is equivalent to the first to third grade. This phase aims to support the basic learning skills of reading, writing and math (BLN).

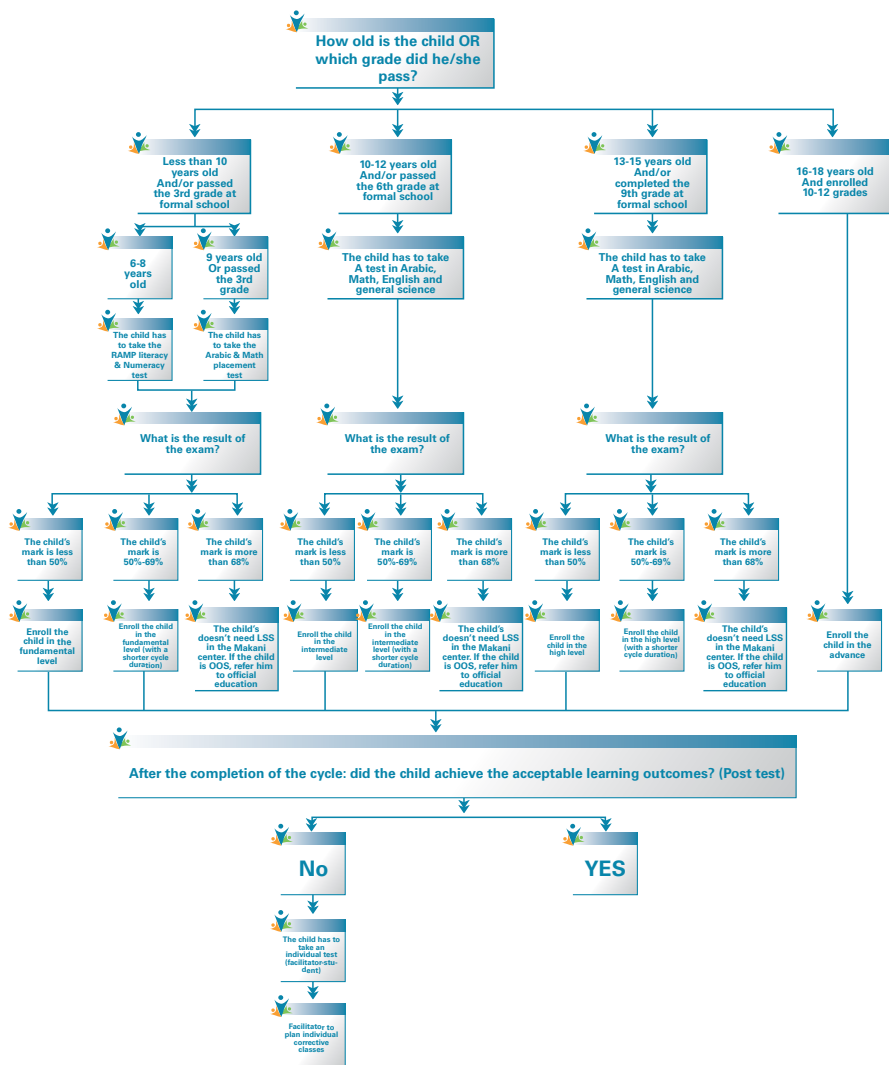
- Level II - Intermediate level: children whose level is equivalent to the fourth to sixth grade This phase intends to support intermediate learning skills; which includes memorizing, comprehension, application and analysis level.
- Level III - higher level: children whose level is equivalent to the Seventh to ninth grade This phase intends to support higher level learning skills which focuses more on higher level mental skills such as; analysis, synthesis and evaluation.
- Level IIII - Advanced level: children whose level is equivalent from the Tenth grade– 12th Grade This level works on raising their willingness and helps them to overcome the obstacles of passing the end of high school exams, through remedial teaching and offering extra classes.

Diagram 1: Levels of LSS



How children are placed in the LSS component at MAKANI centers?

When a child registered at MAKANI center and would like to benefit from education interventions to improve his/her learning skills, the following steps will take place:



(For further explanation, please read the below detailed paragraph on implementing the new LSS component.

Placement tests:

- All registered children at MAKANI centers, under the age of 10 years old and/or Passed the third primary grade at the formal school are requested to take placement test in Arabic language and Math (literacy and numeracy). Also, a RAMP (the Early Grade Reading and Mathematics project) literacy and numeracy general test is applied for the same children, so that children are divided into two groups; the first group is the one who achieved the acceptable limits of basic learning outcomes, whereas the second group needs to submit the fine grain tool / test "individual test"(teacher/students). This special test helps determine more accurately the level of education for each child, so that all enrolled are divided into different levels.
- All registered children at MAKANI centers between the ages of 10-12 years old and/or passed the sixth primary grade, are asked to submit a placement test in Arabic language, mathematics, general science and English language. Also, the amended placement test is used for this level, which includes intermediate materials (previously known as IFE materials between 4th-6th grades). Children are divided into two groups; the first group is the one which achieved the acceptable limits of basic learning outcomes, whereas the second group didn't achieve the learning outcomes, skills and needed knowledge for the classroom. Enrolled children within the second group are targeted in the learning support services program.
- All registered children at MAKANI centers between the ages of 13-15 years old and/or completed the ninth primary grade, are requested to submit a placement test in Arabic language, mathematics, general science and English language. Children are divided into two groups; the first group is the one which achieved the acceptable limits of basic learning outcomes, whereas the second group didn't achieve learning outcomes, skills and needed knowledge for the classroom. Enrolled children within the second group are targeted in the learning support services program.

Enrollments' criteria in the light of the results of the placement tests:

- All children with marks less than 50% in reading and numeracy, and are within the first level (fundamental) will be targeted in learning support services program throughout the BLN educational materials (that were used in the Informal education program previously) as main resource and RAMP materials as enrichment resources (remedial Education materials) within each sub-level. Also, students are divided into subgroups in accordance of age and education level to ensure no substantial differences in age and education skills exist.
- In addition, children with marks between 50% -69%, in the main four subjects (Arabic language, mathematics, general science and English language) within the first phase (fundamental) in learning support services program will be exposed to a shorter duration of the cycle using the above mentioned materials.
- All children with marks less than 50%, in the main four subjects (Arabic language, mathematics, general science and English language) within the second level (intermediate) will be targeted in learning support services

program through the Intermediate educational materials (that were used in the Informal education program within grades from 4th -6th) Also, children will be divided into subgroups/ grades to ensure no substantial differences by level of education exist.

In addition, children with marks between 50% -69%, in the main four subjects (Arabic language, mathematics, general science and English language) within the second phase (Intermediate) in learning support services program will be exposed to shorter duration of Intervention .

- All children with marks less than 50%, in the main four subjects (Arabic language, mathematics, general science and English language) will be targeted in learning support services program within the third phase (higher) through the educational materials that are used in the remedial education program within each classroom (7th -9th). Also, students will be divided into subgroups in accordance of grade / level to ensure that substantial differences by level of education don't exist.

In addition, children with marks between 50% -69%, in the main four subjects (Arabic language, mathematics, general science and English language) within the third phase (higher phase) in learning support services program will be exposed to a shorter duration of Intervention.

- All children who wishes to enroll in learning support services program are targeted (regardless of the educational placement test grade), to receive extra lessons and educational support in the main four subjects (Arabic language, mathematics, general science and English language) or any other subjects within the fourth phase (advanced)(11-12) in learning support services program through the educational materials that are used in the remedial education program and the formal curriculum «text books» for Tawjihi students. Also, children are divided within each classroom (10-12) in subgroups in accordance of classroom to ensure that substantial differences by level of education don't exist.
- All children with marks above 70% in the main four subjects (Arabic language, mathematics, general science and English language) within the third level of education will be referred to formal school. The school is also informed that those students don't need any kind of learning support services.

LSS formative & Summative Evaluation

a. Formative Evaluation: Sometimes called “ongoing evaluation,” defined as an evaluation process undertaken by the facilitator during the learning process. It starts at the of the learning process, accompanies the child’s learning throughout the lesson and uses a set of prepared-in-advance evaluation tools attached to the facilitator guide. The ways in which the facilitator’s uses formative evaluation include the following:

- Classroom discussion;
- Observing the child’s performance;
- Assigning and following up homework;
- Advice and guidance.

The objectives of this type of evaluation include the following:

- Monitor children’s learning to achieve desired learning outcomes;
 - Identifying the child’s strengths and weaknesses in order to develop remedial actions.
 - Explain the learning outcomes for the children and share with them their academic performance.
 - Develop an individual plan for each child who needs support .
- b. Summative Evaluation: This evaluation identifies the level to which the children achieve the main learning outcomes in a given subject. It is also called “achievement evaluation” and is based on the results of mid-term and end-of-term tests administered by the facilitator.



Academic Key Resources and Tools for Component 2

➤ Links

BNL's curriculum, manual, evaluation tools, and checklists :

To be provided as part of the trainings

Tests for determining level of BNL facilitators

<https://www.dropbox.com/sh/du2nm7kp3jg8xap/AABiuOGMaLOCabLY79rwn79Fa?dl=0>

➤ Annexes:

LSS-Content of the facilitator and children's bags

List of SCJ's help desks

Referral template to SCJ help desk

List of NFE centers

Referral template to Questscope



Component 3: Life Skills and Innovation

What is the Life Skills component at Makani?

Improving the life skills of vulnerable and at risk youth is an important aspect of the “Makani” programming model. Life skill activities aim to enhance the role of youth by enabling them to use their voice, participate in their communities, and introduce creative and critical thinking about their role in society, making conscious decisions and generally discovering unexploited resources within themselves. Additionally, create opportunities for the most marginalized groups and the vulnerable youth who cannot access the appropriate information, knowledge and necessary skills to enable them to make effective life choices and achieve their full potential as adults.

Life skills training aims to develop a generation of independent and socially aware adolescents. Every “Makani” center should have at least one life skills facilitator. The activities should be organized on (but not limited to) the basis of UNICEF guidelines on life skills and UNICEF’s life skills manual, which was specifically designed to fulfill the needs of youth in Jordan. This manual was designed to cover four modules or sets of skills

- 1. Self-management skills**
- 2. Cognitive skills**
- 3. Social skills**
- 4. productive work skills**

Who are those targeted by Life Skills at “Makani” centers?

- Adolescents (ages between 10 and 18)
- Youth (ages between 19 and 24)
- Most marginalized, at risk and vulnerable young people, identified through the social workers in centers, the youth committees and activists in the field of social mobilization.

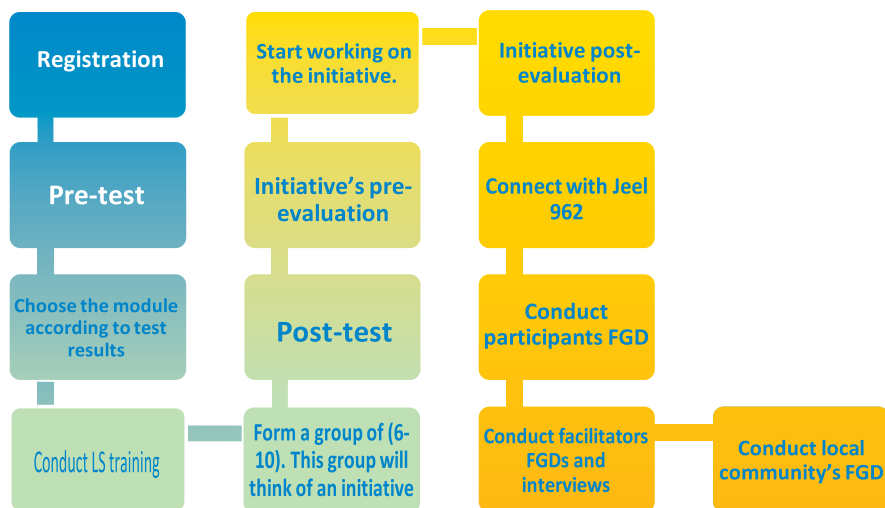
How to implement Life Skills?

1. The facilitator has to decide which module that the adolescent should be enrolled in according to his/her needs, the social context, and the pre-assessment results. Taking into consideration the adolescent’s personal preferences is also encouraged.
2. The training can cover a minimum one module (30-40 hours) and a maximum four modules (160 hours). The facilitator can either choose to conduct the training in 5 days (6 hours/day) or over three months.
3. The programme uses a variety of tools including: presentations, group work, role play, case studies, brainstorming, simulation, sports, interactive theatre, real action and practical activities, feedback, debriefing, research, interview,

self-reflection, and peer education to inculcate the skills on young people.

4. After the completion of Life Skills training, each group of adolescents should apply the skills that they learned through an initiative. They are also highly encouraged to join the JEEL 962 network (www.jeel962.org).

LIFE SKILLS CYCLE



What is an Innovation Lab?

The Innovation lab is a new part of the Life Skills component at Makani centers. It has two main elements that are required for social innovation:

- Hard Skills: electronics, coding, and fabrication.
- Soft skills: problem solving, teamwork, empathy, and creativity.

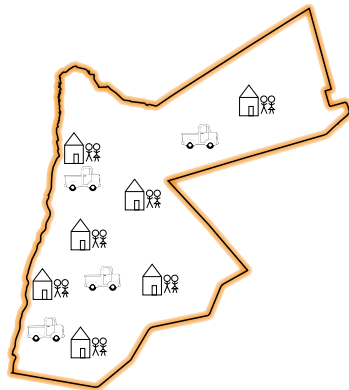
Innovation Labs provide an enabling environment to engage in social innovation. This includes equipment, incentives, and training that moves from problem identification to implementing solutions. They also provide opportunities for adolescents to implement new ideas and potentially explore connections between their work and work at national and international levels.

Who is it for?

The aim is to help Adolescents between 14-18 years old develop skills that will serve them in their transition into adulthood.

How is it implemented?

- Mobile Innovation labs visit each site two times per month to provide additional training, encouragement and equipment in a way that responds specifically to kids' needs.
- Competitions and fairs to provide incentives and allow good ideas to “trickle up”



Key Resources and Tools for Component 3

➤ Links:

NGO registration form:

<https://ee.kobotoolbox.org/x/#YoTY>

Registration form:

<https://ee.kobotoolbox.org/x/#Ypgb>

Pre assessment:

<https://ee.kobotoolbox.org/x/#YoGH>

Post assessment:

<https://ee.kobotoolbox.org/x/#Ypgn>

Initiative Registration Form:

<https://ee.kobotoolbox.org/x/#YoGF>

Pre initiative questionnaire:

<https://ee.kobotoolbox.org/x/#YoGQ>

Post initiative questionnaire:

<https://ee.kobotoolbox.org/x/#YoGi>

Facilitator's Manual:

<https://www.dropbox.com/s/xvnoytirwvrvwc5w/2.%20UNICEF%20Life%20Skills%20-%20Facilitator%E2%80%99s%20Guide%202014.pdf?dl=0>

life skill's full manual – 2014:

<https://www.dropbox.com/s/ggw7d0ghq7fhe7q/3.%20UNICEF%20Life%20Skills%20-%20Full%20Manual%202014.pdf?dl=0>

The qualitative narrative reporting:

FGD with community members report:

<https://ee.kobotoolbox.org/x/#YoGP>

FGD with young people report:

<https://ee.kobotoolbox.org/x/#YoGz>

➤ Annexes:

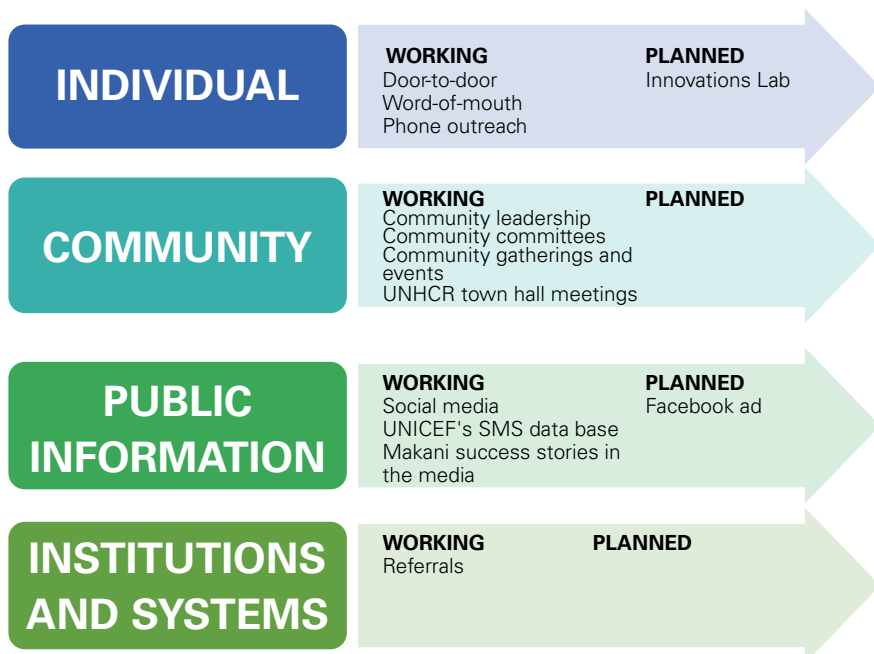
Pre and post – assessment

Social innovation curriculum: To be developed

Component 4: Outreach

Outreach is one of the most critical components. Outreach should be conducted regularly by a skilled team that comprises of both males and females who know the cultural context and are on good relations with the local community. The outreach data should be collected for referral and registration reasons.

It's always encouraged that the Makani staff chooses the most effective outreach method out of their own experience. Below are some of the suggested outreach method in addition to some best outreach practices.



Outreach Methods:

- Phone Calls.
- Door to door (field visits)
- Awareness sessions.
- Flyers and advertisements.

Outreach Best practices:

- Showing the Makani video prepared by UNICEF to parents at awareness sessions.
- Inviting the child & parents to attend a full day in the center with access to BNL, PSS & LS
- Setting a detailed outreach plan which includes the target number of children for each session, statistics on children from the groups they want to target and how they will target them.
- Distributing a survey on the Makani activities then analyzing the results and improving the services provided accordingly.
- Contacting Mosques Imams and community leaders, briefing them on the Makani program and asking for their support in the outreach process.

UNICEF worked with its IPs on setting an outreach strategy for frontline staff. This strategy includes multiple steps that frontline staff have to implement:

- Conduct an open day in one of the nearby gardens and public places, to introduce the local community members to the Makani center's services.
- To have a welcome day in the beginning of each cycle. The main objective is to give parents and local community members the chance to meet the facilitators and attend sessions as it assures them that the Makani center is a safe place for their children.
- Outreach teams will continue on conducting their field visits as usual. They will be given Makani flyers and visibility items.
- Each outreach team in the centers should list and cooperate with the most influential people in the local community. Makani staff should reach adolescents through social media to introduce them to the center's services and the efforts of influential people, facilitators, and management which aim to achieve the best results for children.



Ask yourself: What makes a good outreach team member? What kind of skills are required during the outreach process?

Component 5: Referrals

At the time that facilitators at Makani centers supervise the activities of boys and girls and communicate with the children's parents through Community Committees and meetings with parents, they also identify individual cases that require special care and specialized medical, psychological, legal, educational or physical help.

A Makani center serves as a base for referring cases to the region's specialized service providers, to be found in schools, non-formal education centers, clinics, hospitals or organizations that provide psychosocial support service.

Referral Mechanism:

Based on the child's data on Bayanati or the outreach ; case identification is carried out by the Academic Facilitator, the Life Skills Facilitator or the PSS Facilitator. The cases are then referred to the Center Director, who will classify the cases into categories (educational, health, physical, protection, community rehabilitation, legal) and refer them to the designated person in the center or organization who will track the referral path when the case is referred to service providers in the same geographic region according to the type of case.

Referral Pathways in education:

Education Referral:

For out-of-school children the following sequence must be followed:

STEP 1. The center must first try to refer the child to formal education (if s/he has been out of education for less than 3 years). send his case information to SCJ's help desks. They will make sure to refer him/her to the MoE and UNICEF will follow up on the children's referral status then update its partners on that matter. The Makani centers should feel free to follow up with the referred children directly if they want.

- SCJ help desks' contact information is available in Annexes

STEP 2. If the child is not eligible for formal education, the center must try and find the child a seat in non-formal education. Children are eligible for NFE if the child has been out of school for at least a year and is between the ages of 13-18 for boys and 13-20 for girls. After completing the program, graduates are granted a certificate, approved by the Ministry which corresponds to a Grade 10 formal education certificate.

- Check QuestScope center's list in Annex 5, find the closest center to the child's house, contact the center and follow up on the child's case.

STEP 3. In addition to the referral, children who need learning support services should be enrolled in the LSS component in the Makani center.

The center's staff should keep trying to refer OOSC to formal and non-formal education; before, during, and after they enroll in the Makani center.

Referral Pathways for CP and GBV Cases:

It is the responsibility of the Makani personnel to receive training on Standard Operating Procedures (SOP) in education, child protection against gender-based violence and referral paths; it is required that all staff know exactly whom to contact when they encounter such cases. The referral pathways include types of services, the location, contact names and business hours of bodies dealing with emergencies. Lists of these names and numbers have been compiled from sub-groups involved in child protection and gender-based violence.



The third section of the SOP referral pathways, shown in the picture, has all the designated organizations contact information divided by case and governorate. It's very easy to use. Please check the link listed in the resources section.

INTER-AGENCY EMERGENCY
STANDARD OPERATING
PROCEDURES FOR PREVENTION
OF AND RESPONSE TO
GENDER-BASED
VIOLENCE and
VIOLENCE, ABUSE, NEGLECT AND
EXPLOITATION OF
CHILDREN IN JORDAN

2014 Edition

Section 3: Referral Pathways



PRACTICAL GUIDANCE FOR Key Resources and Tools for Component 5

➤ Links: CP referrals:

Book 3, Referral Pathways for CP and GBV:

<http://data.unhcr.org/syrianrefugees/download.php?id=9848>

➤ Annexes:

List of SCJ's help desks

Referral template to SCJ help desk

List of NFE centers

Referral template to Questscope




Practical guidance for establishing a Makani center

Identification of Location (Site selection)

Site selection is one of the most critical decisions to make while setting up a Makani. If the Makani is an actual structure, in a community or camp, it should be set-up in an accessible location. Site selection should correlate to the daily routines of families and children. Attendance of children in a Makani center is voluntary and the decision is usually made by the caregivers. Therefore, accessibility and convenience are key variables in selecting a site. Another consideration in selecting a site is to ensure that basic services such as transportation, electricity, water and sanitation are readily available. In order to find an appropriate site, visits to various locations with community members and partners, mapping the area and meetings with relevant specialists in the municipality are possible. Every partner is welcome to contact UNICEF to discuss their centers potential locations. A list of underserved and overserved areas in Jordan is available upon request.

Key Elements to Consider for Site Selection

- Are there hazardous materials and toxic substances in the space/area?
- Is the space accessible to children and their families? # Can the actual space be easily secured (i.e. with a fence or a barrier) from dangers (i.e. a)?
- Is there water and latrine access?
- Is the location convenient and accessible for other service providers and NGOs who will be participating in the activities
- Is the size sufficient for the number of expected beneficiaries?
- Is this area already covered by other centers/partners?(The IP can contact UNICEF to ask for this information)



Makani centers can be in host community, camps, or informal tent settlements.

All Makani partners share the objective of providing a safe place for children and helping them pursue their dreams, improve their skills and become active members of their communities.

A good Makani center is one that provides quality services to children in addition to referring vulnerable children to formal education and to other services provided by UNICEF partners.

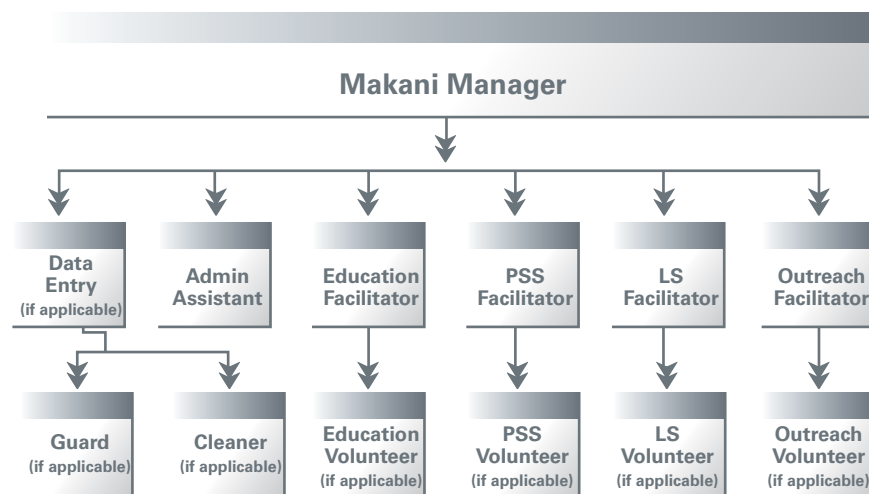
Operations Key Actions

Makani are usually operated by partners (i.e. government, INGO, or CBO) and include the active involvement of communities. In many cases, the programme activities are supported by a range of partnerships (i.e. with mothers' associations, youth committees, or community leaders). Often, if one organization is responsible for operating the Makani, other NGOs/CBOs can provide programme supplements.

Given that the capacities of partners vary depending on experiences and the organizational structure, a use of mixed approach should be explored where possible. This means having the option of multiple partners operating from one location/space with each providing the services based on their technical expertise. This requires close coordination among partners in all stages of program design, implementation and monitoring.

KEY ACTION 1: Identifying and Selecting Staff and Volunteers

The proposed organizational structure varies with each implementing partner and according to the numbers of beneficiaries of the centers' services.



For staff job descriptions, refer to Annex no. 13

Recruitment Mechanism

The program administration will advertise vacant positions according to the mechanism it deems appropriate and via various means, such as electronic employment sites, the Official Gazette, direct recruitment, advertisements at civil society organizations facilities, social media and the community leadership team. An objective and transparent recruitment policy is very necessary.

Specific steps for hiring a BNL facilitator

In addition to the work interview, each academic candidate will go through an exam as explained below:

Three forms of tests were prepared to determine the level of academic facilitators, as follows:

1- Facilitator level examinations (homeroom teachers) who will teach Arabic, mathematics, and science to the first phase children. The facilitator of this phase will undergo the following examinations:

- Arabic language examination for first phase facilitators (overall score: 20).
- Mathematics examination for first phase facilitators (overall score: 20).

- Science examination for first phase facilitators (overall score: 10).
 - The overall total for the homeroom teacher facilitator's score in the three subject areas is: 50 (to be added to the interview score).
- 2- Facilitator level examinations (subject area teachers) who will teach Arabic, mathematics, or science to the second and third phase children. The facilitator of this phase will undergo the following examinations:
 - Arabic language examination for second and third phase facilitators (overall score: 50).
 - Mathematics examination for second and third phase facilitators (overall score: 50).
 - Science examination for second and third phase facilitators (overall score: 50).
 - The overall total for the facilitator's score in the three subject areas is: 50 (to be added to the interview score).
- 3- Unified level examinations for facilitators who will teach English language in any of the three phases.
 - The overall total for the facilitator in his examination is: 50 (to be added to the interview score).

All tests and examinations relevant to determining the level of facilitators are available in the Drop Box address of the program through the following link: <https://www.dropbox.com/sh/du2nm7kp3jg8xap/AABiuOGMaLOCabLY79rwn79Fa?dl=0>

"Makani" Center components:

KEY ACTION 2: Training Staff, Volunteers, and Other Participants

All employees and volunteers working at "Makani" centers must be subject to a preliminary training course as part of the ongoing capacity building process. The employees and volunteers will be trained on how to deal with group activities with the children, organizing these activities and passing them along to them and then child "protection" with a special focus on cases involving the most vulnerable children.

The training courses outlined below shall be mandatory, each facilitator has to attend the trainings of his/her activities. Makani managers should update UNICEF on the facilitators who need training on monthly basis.

- the psycho-social support facilitators must be subjected to those trainings before starting any activities relevant to child protection / psycho-social support:
 - Five day training course facilitated by one of the consultants working with UNICEF or an IMC employee.
 - Five-day training course on standard operating procedures among the

agencies and referral courses relevant to managing cases of child protection / gender-based violence. This course will be facilitated by the Jordan River Foundation or a consultant working with UNICEF.

- Life Skills trainings are conducted by UNICEF's partner JOHUD.
- Basic literacy trainings are conducted by Save the Children Jordan

KEY ACTION 3: Monitoring System of the program:

<ul style="list-style-type: none"> ✓ UNICEF'S Field visits that aim to help the centers overcome any obstacles that they face, take note of the front line staff feedback, and cooperate to improve the 	<ul style="list-style-type: none"> ✓ IP Field coordination visits. ✓ M&E to fill Activity info. ✓ IP Reports to UNICEF. 	<ul style="list-style-type: none"> ✓ On the Makani center's level; frontline staff use Bayanati for registration, attendance recording, referrals...etc ✓ The Makani center
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Bayanati

What is Bayanat and who is it for?

Bayanati is a monitoring system that was developed to help you – as a frontline worker – with reporting your daily tasks. Through Bayanati, you must register children, take attendance, keep track of all the activities, make a schedule, extract your reports and refer cases. Note that Bayanati has been designed to REPLACE paper-based reporting, or record-keeping based on Excel sheets. As such, UNICEF encourages all centers to phase out paper-based reporting. Bayanati use is compulsory.

Keep in mind that Bayanati (www.bayanati.org):

- Is accessible on laptops, tablets, cellphones...etc.
- Is only accessible with a username and a password (provided by UNICEF).
- Is not meant to be an extra load of work.
- Is easy to use.
- Has a “documents” tab, in which you will find all of the Makani resources, curriculums.. etc It's important to check the “documents” tab on regular basis. All the resources and documents mentioned in this SOP can be found on Bayanati.org

Why was Bayanati developed?

Bayanati was developed because it's important to:

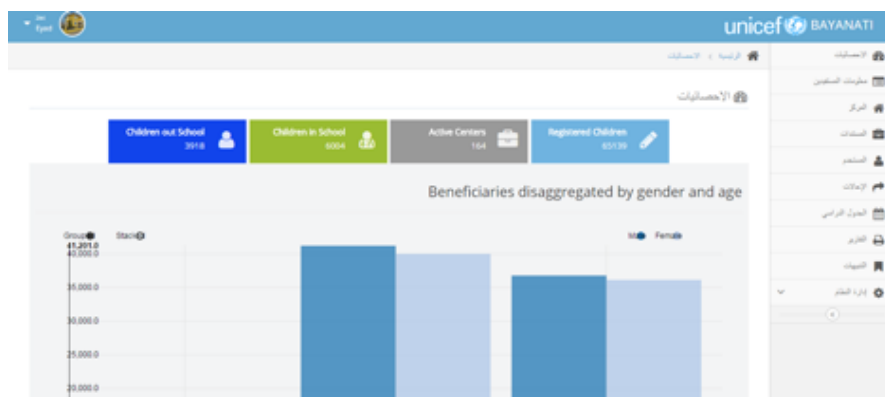
- Track children's progress on an individual basis to ensure the fulfilment of each child's rights.

- Standardize the way info is collected at all Makani centers
- Improve the support UNICEF can provide to centers based on evidence
- Build capacity of frontline staff in reporting and monitoring.

What does Bayanati look like?

On the left side of the screenshot, you can see a list of Bayanati tabs (e.g. referrals, documents, schedule..etc). Note that you will find a Bayanati tutorial video in the “documents” tab.

Links; www.bayanati.org



- Insure that data is collected and managed according to the standard operating procedures and guidance provided by UNICEF
- Insure data security and privacy according to the agreed data collection protocol with UNICEF

Qualifications;

- High computer skills.
- Efficiency and accuracy in work.
- Ability of information management.

ADDITIONAL ANNEXES

Makani Staff

1. Makani staff ToR
2. Code of conduct for staff

Monitoring and Evaluation

3. Bayanati Manual – To be developed
4. Minimum standards for Makani centers
 - a. Infrastructure standard
 - b. health snack guidelines
 - c. parents' consent
 - d. Activities' schedule sample.

Basic programming principles

5. Human Rights-based approach to programming: <http://www.unicef.org/policyanalysis/rights/>

المرفق رقم (١): التقييم القبلي لبرنامج الدعم النفسي الاجتماعي للأطفال قن عمر (٦-١١) عام

This questionnaire is to be filled by parents of children age 6-11 years. For parents who can read and write, this should be filled in by them on their own. For Parents who need assistance in filling in this questionnaire, a staff/volunteer could administer the questionnaire. The involvement of staff/volunteer should not in any way influence the answers of the parent.

يقوم والد أو والدة الطفل/الطفلة من عمر ٦ الى ١١ عام بتعبئة هذا الاستبيان بناء على ملاحظاتهم. بالنسبة أولياء الأمور الذين لا يستطيعون القراءة والكتابة، يمكن أن يقوم أحد الموظفين/المتطوعين بتقديم الاستبانة وتعبئتها بناء على إجاباتهم، على أن لا يتدخل الموظف/المتطوع بإجابات أولياء الأمور أو يؤثر عليها.

Beneficiary Information

معلومات الطفل/الطفلة

Date: _____ التاريخ: _____

Makani/Space name: _____ اسم المركز: _____

Governorate / Camp:

*المحافظة / المخيم:

☐ المخيم الإماراتي الأردني ☐ حديقة الملك عبد الله ☐ مخيم الأزرق ☐ مخيم الزعتري ☐ ساير سيتي

☐ محافظة البلقاء ☐ محافظة معان ☐ محافظة الزرقاء ☐ محافظة الطفيلة ☐ محافظة العاصمة ☐ محافظة العقبة ☐ محافظة الكرك ☐ محافظة المفرق ☐ محافظة إربد ☐ محافظة جرش ☐ محافظة عجلون ☐ محافظة مادبا

Organization:

*اسم المنظمة:

☐ AWO ☐ INTERSOS ☐ NRC ☐ YBC
☐ EAC ☐ IRC ☐ RI ☐ Zaha
☐ FCA ☐ JOHUD ☐ SCI ☐ Other
☐ FGAC ☐ JRF ☐ SCJ
☐ ICCS ☐ MECI ☐ TdH
☐ IMC ☐ Mercy Corps ☐ World Vision

Parent name: _____ اسم الوالد/الوالدة: _____

Relationship to child: _____ صلة القرابة: _____

Child name: _____ اسم الطفل/الطفلة: _____

رقم المفوضية: _____ UNHCR Case number: _____

جنس الطفل/الطفلة: ☐ أنثى ☐ ذكر **Child gender:**

***بأي صف الطفل/الطفلة حالياً؟ (What grade is the child currently in?)**

- ☐ روضة ☐ رابع
☐ أول ☐ خامس
☐ ثاني ☐ سادس
☐ ثالث ☐ الطفل لا يذهب للمدرسة

***إذا كان(ت) الطفل/الطفلة (What was the last grade the child completed?)**

لا يذهب إلى المدرسة، ماذا كان آخر صف أنهاه/أنتهه؟

- ☐ روضة ☐ رابع
☐ أول ☐ خامس
☐ ثاني ☐ سادس
☐ ثالث ☐ الطفل لم يذهب للمدرسة من قبل

***الجنسية: Nationality:**

- ☐ أردني / أردنية ☐ عراقي / عراقية
☐ سوري / سوري ☐ أخرى: _____

كم عدد سكان المنزل؟ _____ Number of persons in household:

كم عدد الإخوة والأخوات؟ _____ Number of siblings:

***منذ متى ي/تعيش الطفل/الطفلة في الأردن؟**

***(How long has the child been living in Jordan?)**

- ☐ ٣ أشهر أو أقل ☐ سنة - سنة ونصف ☐ ٣-٤ سنوات
☐ ٦-٧ أشهر ☐ سنة ونصف - سنتين ☐ ٤-٥ سنوات
☐ ست أشهر - سنة ☐ ٢-٣ سنوات ☐ أكثر من ٥ سنوات

For each item, read statements and tell us by marking box with “x” if your child feels that way: Always, Most of the Times, Sometimes, Rarely or Never. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last two weeks.

في الجزء التالي من الاستبانة، اقرأ/إقرئي العبارات وأخبرنا/أخبرينا، خلال الأسبوعين الماضيين، إذا كنت توافق/ين ذلك دائماً، أغلب الأوقات، أحياناً، نادراً (مرات قليلة جداً) أم أنك لا توافق/ين ذلك أبداً. ضع/ضعي إشارة (x) واحدة تحت الإجابة المناسبة، حتى لو لم تكن/تكوني متأكدة/ة من الإجابة، حاول/ي أن تختار/ي أكثر إجابة تشعر/تشعرين أنها قد تكون معبرة عن نظرتك لواقع طفلك/طفلتك ولكن لا تترك/ي أي عبارة بدون إجابة.

Social Support

الدعم الاجتماعي

الرمز	العبارات	دائماً	Most of the time أغلب الأوقات	Some- times أحياناً	Rarely نادراً (مرات قليلة جداً)	Never لأشعر بذلك أبداً
SS1	أفراد عائلتي يعتني بعضهم ببعض ويقفون إلى جانب بعضهم البعض و يشعرون الطفل/الطفلة بذلك Family members care for and support each other, and make it obvious to the kid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS2	أشعر بالسعادة و الرضا عن الصداقات التي لدي طفلي/ طفلتي I am happy and satisfied with my child's friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS3	ألاحظ أن لدي الطفل/الطفلة أشخاص ي/ تستطيع القيام معهم بأمور ممتعة I realize that my child has people with whom he/she can do enjoyable things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS4	ألاحظ أن الطفل/الطفلة ي/تعرف أشخاصاً يستمعون إليه/إليها ويفهمونه/يفهمونها عندما ي/تحتاج للتكلم مع أحد I realize that my child knows people who will listen and understand when needing to talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS5	ألاحظ أن لدي الطفل/الطفلة بعض الأشخاص الذين ي/ترام في التكلم إليهم عن المشاكل العائلية I realize that my child has people he/she is comfortable talking with about family problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS6	يقوم أفراد من العائلة و الاصدقاء بتوفير الدعم الذي ي/تحتاجه الطفل/الطفلة في أوقات الشدة In a crisis, family and friends provide needed support for the child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

الرمز	العبارة	Always دائما	Most of the time أغلب الأوقات	Sometimes أحيانا	Rarely نادرا (مرات قليلة جدا)	Never لأشعر بذلك أبدا
CC1	الاحظ أن الطفل/الطفلة ي/تقوم بإظهار انتمائه للمجتمع عبر أنشطة مختلفة ، كالرسم و الغناء و الاهتمام بقضايا أسرته و مجتمعه .. I realize that the child express his/her be- longing to the community through different activities such as painting, singing, and showing interest in family and community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC2	الاحظ أن الطفل/الطفلة ي/تقوم بمساعدة الاخرين في مجتمعه (ا) I realize that the child help others in his/her community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC3	الاحظ أن الطفل/الطفلة يظهر الفخر بمجتمعه/مجتمعه ، من خلال الحديث و الاهتمام و البحث عن إنجازات و ميزات أسرته و مجتمعه I realize that the child show pride in his community through talking and being interested in his family and community achievements and advantages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC4	الاحظ أن الطفل/الطفلة ي/تهتم بأن يكون الحي الذي ي/تسكن به بخير وفي حالة جيدة ، من خلال الحرص على نظافة الحي و سلامة المباني و مرافق المجتمع I realize that the child cares about his neighbourhood through caring for its cleanliness and safety of its buildings and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Relationships

العلاقات مع الوالدين

الرمز	العبارة	Always دائماً	Most of the time أغلب الأوقات	Some- times أحياناً	Rarely نادراً (مرات قليلة جداً)	Never لأشعر بذلك أبداً
P1	أقوم بإظهار خيبة أمني و عدم سعادتي فيما ي/تفعله الطفل/الطفلة I show my unhappiness and disappointment with what the child is doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P2.R	أتفاعل و اتفوق جيداً مع الطفل/الطفلة I get along well with my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P3	أجد صعوبة في التحدث مع الطفل/الطفلة I find difficulties talking to my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P4.R	أعامل الطفل/الطفلة بطريقة جيدة I treat the child fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P5	كثيراً ما أجادل مع طفلي/طفلتي I argue a lot with my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P6.R	أتفهم الطفل/الطفلة و أجعله(ا) ي/تشعر بذلك I understand my child and make him/her feel like that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P7	أحاول أن اشعر الطفل/الطفلة بأنني لا أحبه كثيراً I try to make the child feel that he is not loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P8.R	أحاول أن اشعر الطفل/الطفلة بأنني أحبه كثيراً I try to make child feels that he is loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feelings

المشاعر

<p>We shared the following feelings with some people, you may have some of these feelings, please indicate for the last two weeks what did you feel by putting X under the correct answer, do not leave any empty answer, try to the best of your knowledge</p>	<p>كل من القوائم التالية توصف المشاعر التي شاركنا فيها بعض الناس، قد تكون لديك هذه المشاعر أو لا. لكل من الأوصاف التالية، الرجاء تحديد درجة شعورك بها في خلال الأسبوعين الماضيين، الرجاء وضع علامة (X) عند الإجابة الصحيحة. حتى لو لم تكن متأكداً من الإجابة، حاول ان تختار أكثر إجابة تشعر أنها قد تكون معبرة عن شعورك ولكن لا تترك عبارة بدون إجابة</p>
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الرمز	العبارة	دائماً Always	أغلب Most of the time	أحياناً Some- times	نادرًا Rarely (مرات قليلة جداً)	لا أشعر Never بذلك أبداً
SE1	بشكل عام - ألاحظ أن الطفل/الطفلة ي/ تشعر بالرضا عن نفسه/نفسها In general, I realize that the child feels satisfied about himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE2.R	ألاحظ في بعض الأحيان أن الطفل/الطفلة ي/تعتقد أنه/أنها ليس (ت) جيداً على الإطلاق I realize sometimes that the child thinks he/she are not good at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE3	ألاحظ أن الطفل/الطفلة ي/تشعر أن لديه/ لديها عدد من الصفات الجيدة I realize that the child feels that he/she has good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE4	ألاحظ أن الطفل/الطفلة ي/تشعر بأنه/بأنها قادرة(ة) على عمل الأشياء كما يستطيع الآخرون I realize that the child feels able to do things as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE5.R	ألاحظ أن الطفل/الطفلة ي/تشعر بأنه ليس لديه/لديها الكثير ليفتخر/تفتخر به I realize that the child feels he/she does not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE6.R	ألاحظ أن الطفل/الطفلة ي/تشعر بأنه/أنها عديم(ة) الفائدة في بعض الأوقات I realize that child feels useless at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE7	ألاحظ أن الطفل/الطفلة ي/تشعر بأنه/ بأنها إنسان ذو قيمة، على الأقل كما يشعر الآخرون بقيمتهم I realize that child feels that he/she is a person of worth, at least on an equal plane with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE8.R	أتمنى أن الطفل/الطفلة ي/تحتزم نفسه/ نفسها بشكل أكبر I wish that the child could have more respect for himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE9.R	ألاحظ بشكل عام ، أن الطفل/الطفلة ي/ تميل للشعور بأنه/بأنها فاشل/فاشلة All in all, I realize that the child feels inclined to feel a sense of failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE10	ألاحظ أنه يوجد لدى الطفل/الطفلة شعور إيجابي تجاه نفسه/نفسها I realize that the child takes a positive attitude toward him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Negative feelings

المشاعر السلبية

في خلال الأسبوعين الماضيين، كم مرّة لاحظت أن الطفل / الطفلة ...

(In the last 2 weeks, how often did you realize that the child....)

الرمز	العبرة	Often أغلب الأوقات	Some- times أحياناً	Rarely نادراً (مرات قليلة جداً)	Not at all أشعر بذلك أبداً
NEG1	غير قادرة) على التكيف مع مشاكله/مشاكلها Unable to cope with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEG2	مقيّد (ة) وغير قادرة) على القيام بشيء Tied up and incapable of doing anything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEG3	ضعيف/ضعيفة وليس بيده/بيدها حيلة Weak and powerless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Positive feelings

المشاعر الإيجابية

المشاعر الإيجابية في خلال الأسبوعين الماضيين، كم مرّة لاحظت أن الطفل / الطفلة..

(In the last 2 weeks, how often did you realize that the child....)

الرمز	العبرة	Often أغلب الأوقات	Some- times أحياناً	Rarely نادراً (مرات قليلة جداً)	Not at all أشعر بذلك أبداً
POS1	يظهر علامات الفرح او السعادة Shows signs of happiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POS2	يعتقد بأنه محبوب Think he is loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POS3	يبدو عليه الأمان و الاطمئنان Looks secure and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

شكراً لتعاونك!

أجوبتك مفيدة جداً.

المرفق رقم (٢): التقييم القبلي لبرنامج الدعم النفسي الاجتماعي للأطفال من عمر (١٢-١٧) عام

This is a self-reporting questionnaire. For those children who can read and write, this should be filled in by them on their own. For those children who need assistance in filling in this questionnaire, a staff/volunteer could administer the questionnaire. The involvement of staff/volunteer should not in any way influence the answers of the child	يجب ان يقوم الطفل الذي يستطيع القراءة والكتابة بتعبئة هذا الاستبيان الذاتي بنفسه. بالنسبة للأطفال الذين لا يستطيعون القراءة والكتابة، يمكن أن يقوم أحد الموظفين/المتطوعين بتقديم الاستبيان وتعبئتها بناء على إجابات الأطفال، على أن لا يتدخل الموظف/المتطوع بإجابات الأطفال أو يؤثر عليها
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Beneficiary Information

معلومات الطفل/الطفلة

Date: _____ التاريخ: _____

Makani/Space name: _____ اسم المركز: _____

Governorate / Camp:

*المحافظة / المخيم:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> ساير سيتي | <input type="checkbox"/> مخيم الأزرق | <input type="checkbox"/> المخيم الإماراتي الأردني |
| <input type="checkbox"/> مخيم الزعتري | <input type="checkbox"/> حديقة الملك عبد الله | |
| <input type="checkbox"/> محافظة إربد | <input type="checkbox"/> محافظة العاصمة | <input type="checkbox"/> محافظة البلقاء |
| <input type="checkbox"/> محافظة جرش | <input type="checkbox"/> محافظة العقبة | <input type="checkbox"/> محافظة معان |
| <input type="checkbox"/> محافظة عجلون | <input type="checkbox"/> محافظة الكرك | <input type="checkbox"/> محافظة الزرقاء |
| <input type="checkbox"/> محافظة مادبا | <input type="checkbox"/> محافظة المفرق | <input type="checkbox"/> محافظة الطفيلة |

Organization:

*اسم المنظمة:

- | | | | |
|-------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> AWO | <input type="checkbox"/> INTERSOS | <input type="checkbox"/> NRC | <input type="checkbox"/> YBC |
| <input type="checkbox"/> EAC | <input type="checkbox"/> IRC | <input type="checkbox"/> RI | <input type="checkbox"/> Zaha |
| <input type="checkbox"/> FCA | <input type="checkbox"/> JOHUD | <input type="checkbox"/> SCI | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> FGAC | <input type="checkbox"/> JRF | <input type="checkbox"/> SCJ | |
| <input type="checkbox"/> ICCS | <input type="checkbox"/> MECI | <input type="checkbox"/> TdH | |
| <input type="checkbox"/> IMC | <input type="checkbox"/> Mercy Corps | <input type="checkbox"/> World Vision | |

Staff/Enumerator name: _____ اسم الموظف: _____

Child name: _____ اسم الطفل/الطفلة: _____

UNHCR Case number: _____ رقم المفوضية: _____

Child gender:

جنس الطفل/الطفلة:

☐ أنثى ☐ ذكر

*بأي صف أنت؟ (What grade are you currently in?)

☐ أول ☐ سادس ☐ حادي عشر (أول ثانوي)
☐ ثاني ☐ سابع ☐ حادي عشر (أول ثانوي)
☐ ثالث ☐ ثامن ☐ ثاني عشر (ثاني ثانوي)
☐ رابع ☐ تاسع ☐ أنا لا أذهب للمدرسة
☐ خامس ☐ عاشر

*إذا كنت لا تذهب (ين) إلى المدرسة، ماذا كان آخر صف أنهيته؟

(What was the last grade you completed?)

☐ أول ☐ سادس ☐ حادي عشر (أول ثانوي)
☐ ثاني ☐ سابع ☐ حادي عشر (أول ثانوي)
☐ ثالث ☐ ثامن ☐ ثاني عشر (ثاني ثانوي)
☐ رابع ☐ تاسع ☐ لم أذهب للمدرسة من قبل
☐ خامس ☐ عاشر

Nationality:

*الجنسية:

☐ أردني / أردنية ☐ عراقي / عراقية

☐ سوري / سوري ☐ أخرى: _____

كم عدد سكان المنزل؟ _____ Number of persons in household

كم عدد إخوتك وأخواتك؟ _____ Number of siblings:

*منذ متى تعيش (ين) في الأردن؟

(How long have you been living in Jordan?)

☐ ٣ أشهر أو أقل ☐ سنة - سنة ونصف ☐ ٣-٤ سنوات
☐ ٣-٦ أشهر ☐ سنة ونصف - سنتين ☐ ٤-٥ سنوات
☐ ست أشهر - سنة ☐ ٢-٣ سنوات ☐ أكثر من ٥ سنوات

<p>For each item, read statements and tell us by marking box with "x" if you feel that way Always, Most of the Times, Sometimes, Rarely or Never. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last two .weeks</p>	<p>في الجزء التالي من الاستبانة، إقرأ/إقرئي العبارات وأخبرنا/أخبرينا، خلال آخر أسبوعين ، إذا كنت(ي) تشعر(ين) بذلك دائماً، أغلب الأوقات، أحياناً، نادراً (مرات قليلة جداً) أم أنك لا تشعر(ين) بذلك أبداً. ضع/ضعي إشارة (x) واحدة تحت الإجابة المناسبة، حتى لو لم تكن/تكوني متأكدة(ة) من الإجابة، حاول(ي) ان تختار أكثر اجابة تشعر/تشعرين أنها قد تكون معبرة عن شعورك ولكن لا تترك(ي) أي عبارة بدون إجابة.</p>
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Social Support

الدعم الاجتماعي

الرمز	العبارة	دائماً	Most of the time أغلب الأوقات	Some- times أحياناً	Rarely نادرًا (مرات قليلة جداً)	Never لا أشعر بذلك أبداً
SS1	يعتني أفراد عائلتي بعضهم ببعض ويقفون إلى جانب بعضهم البعض Family Members care for and support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS2	أنا سعيدة(ة) بالصدقات التي لدي I am happy with the friendships I have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS3	لدي أشخاص أستطيع القيام معهم بأمر ممتع I have people with whom I can do enjoyable things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS4	أعرف أشخاصاً يستمعون إلي ويفهمونني عندما أحتاج للتكلم مع أحد I know people who will listen and understand me when I need to talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS5	لدي بعض الأشخاص الذين أرتاح في التكلم إليهم عن مشاكلي العائلية I have people that I am comfortable talking with about my family's problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SS6	في أوقات الشدة، لدي الدعم الذي أحتاجه من عائلتي وأصدقائي In a crisis, I would have the support I need from family or friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Connectedness

الترباط المجتمعي

الرمز	العبارة	Always دائماً	Most of the time أغلب الأوقات	Some- times أحياناً	Rarely نادرًا (مرات) قليلة (جدا)	Never لأشعر بذلك أبداً
CC1	أشعر بالانتماء إلى مجتمعي I feel I belong in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC2	يهمني أن أساعد الآخرين في مجتمعي It is important for me to help others in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC3	أنا فخور بمجتمعي I have pride in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC4	أنا أهتم بأن يكون الحي الذي أسكن به بخير وحالة جيدة I care about the wellbeing of my neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Relationships

العلاقات مع الوالدين

الرمز	العبارة	Always دائماً	Most of the time أغلب الأوقات	Some- times أحياناً	Rarely نادرًا (مرات) قليلة (جدا)	Never لأشعر بذلك أبداً
P1	أهلي عادة غير سعيدين ولديهم خيبة أمل في ما أفعل My parents are usually unhappy or disap- pointed with what I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P2.R	أتفاعل وأتفق جيداً مع أهلي I get along well with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P3	يصعب علي أن أتحدث مع والدي ووالدتي It is difficult for me to talk to my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P4.R	يعاملني والدي ووالدتي بطريقة جيدة My parents treat me fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P5	أجادل كثيراً مع والدي ووالدتي I have lots of arguments with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P6.R	والدي ووالدتي يفهمونني My parents understand me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P7	أنا لا أحب والدي ووالدتي كثيراً I do not like my parents very much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P8.R	والدي ووالدتي يحبونني كثيراً My parents really love me a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Negative feelings

المشاعر السلبية

في خلال الأسبوعين الماضيين، كم مرة...

(In the last 2 weeks, how often did you...)

الرمز	العبارة	Often أغلب الأوقات	Some- times أحياناً	Rarely نادرأ (مرات) قليلة (جداً)	Not at all لا أشعر بذلك أبداً
NEG1	شعرت بأنك غير قادر(ة) على التكيف مع مشاكلك Feel like you cannot cope with your problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEG2	شعرت بأنك مقيد(ة) وغير قادر(ة) على القيام بشيء Feel like you are tied up and incapable of doing anything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEG3	شعرت أنك ضعيف/ضعيفة وليس بيدك حيلة Feel weak and powerless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Positive feelings

المشاعر الإيجابية

في خلال الأسبوعين الماضيين، كم مرة...

(In the last 2 weeks, how often did you...)

الرمز	العبارة	Often أغلب الأوقات	Some- times أحياناً	Rarely نادرأ (مرات) قليلة (جداً)	Not at all لا أشعر بذلك أبداً
POS1	شعرت بالفرح أو السعادة Feel happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POS2	شعرت بأنك محبوب/محبوبة Feel Loved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POS3	شعرت بالآمان Feel secure and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

شكراً لتعاونك!
أجوبتك مفيدة جداً.

We shared the following feelings with some people, you may have some of these feelings, please indicate for the last two weeks what did you feel by putting X under the correct answer, do not leave any empty answer, try to the best of your knowledge

كل من القوائم التالية توصف المشاعر التي شاركنا فيها بعض الناس، قد تكون لديك هذه المشاعر أو لا. لكل من الأوصاف التالية، الرجاء تحديد درجة شعورك بها في خلال الأسبوعين الماضيين، الرجاء وضع علامة (x) عند الإجابة الصحيحة. حتى لو لم تكن متأكداً من الإجابة، حاول ان تختار أكثر إجابة تشعر أنها قد تكون معبرة عن شعورك ولكن لا تترك عبارة بدون إجابة

الرمز	العبارة	Always دائماً	Most of the time أغلب الأوقات	Some-times أحياناً	Rarely نادراً (مرات قليلة جداً)	Never لأشعر بذلك أبداً
SE1	بشكل عام - أنا راضٍ/راضية عن نفسي On the whole, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE2.R	في بعض الاحيان أعتقد أنني لست جيداً على الإطلاق At times, I think I am no good at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE3	أشعر أن لدي عدد من الصفات الجيدة I feel that I have a number of good qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE4	أنا قادر على عمل الأشياء كما يستطيع الآخرون I am able to do things as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE5.R	أشعر بأنه ليس لدي الكثير لأفتخر به I feel I do not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE6.R	أشعر بأنني عديم الفائدة في بعض الأوقات I certainly feel useless at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE7	أشعر بأنني إنسان ذو قيمة، على الأقل، كما يشعر الآخرون بقيمتهم I feel that I'm a person of worth, at least on an equal plane with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE8.R	أتمنى أن أحترم نفسي بشكل أكبر I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE9.R	بشكل عام - أميل للشعور بأنني فاشل All in all, I am inclined to feel that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SE10	لدي شعور إيجابي تجاه نفسي I take a positive attitude toward myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex 5: BNL- Facilitators and children's kits:

Children's Kit:

Material/Tool	Quantity	Specifications
Bag	1	Suitable for the child's size, large enough to include the child's stationery and tools
Lead pencils	2	
Eraser	1	
Pens	2	(Blue and red (only for Stage 3
Ruler	1	.cm 20
Copybook	4	Arabic lined, 1 English lined (for 3 stages 1 and 2
Crayons	Box (containing at least four crayons	Wooden or wax according to the age category

Facilitator's General Kit

.No	Tool	Number/ Facilitator	Notes
1	Wooden or plastic ruler, graduated, 1–30 centimeters	1	
2	Wooden coloring pens or calligrapher reeds (at least 12 colors	box 1	
3	Large plastic, transparent container	1	
4	Roll call book	1	
5	Lego box (various shapes, sizes and colors	box (100 lego 1 pieces	
6	Ink pens in different colors (blue, red, green, black	On pen of each color	
7	Blackboard eraser	1	Chalk or white board
8	Abacus	1	For Stage 1 facilitators
9	(Notebook (at least 60 pages	4–2	

10	Large paper scissors	1	
11	Small paper scissors	5	To be distributed among groups of children, if needed
12	Colored Sticky notes	pack 1	
13	A-4 sheets of colored stock paper	package 1	
14	Pack of long straws	boxes (100 2 (straws each	To be used in counting in math classes, for Stage 1 and Math facilitators
15	Rubber bands	box 1	
16	Small, white plastic ping-pong balls	balls 20	For Stage 1 facilitators
17	Foot ball	1	
18	Box of wooden, three-dimensional shapes (cube, (pyramid, parallelograms, prisms	box 1	For Stage 1 facilitators
19	Paper clips	box 1	
20	HiGeen soap or skincare wipes	pack 1	To teach children how to clean their hands
21	Medium-sized paper sheets	pack (100 1 (sheets	For Stage 1 facilitators
22	Clothing clips	(pack (20 clips 1	For Stage 1 facilitators
23	Play Dough	boxes 5	To be distributed among groups of children, as needed. For Stage 1 facilitators
24	Paper adhesive tape	1	
25	Glue tubes	tubes 5	To be distributed among groups of children, as needed
26	(Flash Cards" (numbers, 1–50"	pack 1	For Stage 1 facilitators
27	Flash Cards" (Arabic, English" (alphabets	pack each 1	For Stage 1 facilitators

28	Large pencil sharpener	1	
29	Paper punch	1	
30	Staples	boxes 5	
31	White and colored chalk, or whiteboard pens	different 4–2 colors	
32	Paper binders	4–2	
33	Contact Paper	1	

Annex 5: List of Information for the Education Reinforcement Program for the Drop-out/Informal Education

Name of Center	Target Group	Governorate	Directorate	Village	Latitude	Longitude	Location in Detail	Coordinator	Phone Number	E-mail
Al- Khan-saa Basic School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa I	Ghuwairiya	32.078977	36.0977730	Al Zarqa, Ghuwairiya, Ghuwairiya security center street, near Ghazi water	Ahmad Assi	796680665	a.assi@quest-scope.org
Naemeh Basic Mixed School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Beni Obeid	Naemeh	32.412648	35.9058600	Down Town, near to the healthy center, Ajlun road	Ahmad Assi	796680665	a.assi@quest-scope.org
Rodaya Secondary School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Balqa'	Salt	Salt	32.035149	35.7243690	Al- Ezareyah, Marwan Al-Hmood alley, at the end of the street to the right	Ahmad Assi	796680665	a.assi@quest-scope.org

Maison Al-De- mashqiah	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Irbid town	Eastern district	32.564978	35.8685350	Ta'abeah St. oppo- site to Irbid Traffic Dept.	Ahmad Assi	796680665	a.assi@quest- scope.org
Hashmia Housing Basic School For Males	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa II	Hashmia	32.141612	36.1274610	Opposite the Ha- tharah garden At the end of Al-soq street on the right	Ahmad Assi	796680665	a.assi@quest- scope.org
Awzaai Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Rusaf	Rusafa- south mountain	32.018798	36.0457900	Al-Shaheed street, next to Rusafa Municipality, near municipality moc- que & municipality library	Ahmad Assi	796680665	a.assi@quest- scope.org
Ibbin Ibbileen Compre- hensive Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ajlun	Ajlun	Ebein	32.356303	35.8188830	The main street, at the beginning of Sakra city en- trance to the right	Ahmad Assi	796680665	a.assi@quest- scope.org

Manis Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate..	Al Balqa'	Salt	Manis	31.995068	35.769560	Near Manis & Frias security center	Ahmad Assi	796680665	aassi@quest-scope.org
Mohiuddin Bin Arabi Basic School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ar Ramtha	Ar Ramtha	Ar Ramtha	32.552636	36.0181030	On the right to the 500 circle, walking along the industrial city street until reaching Al- waka- lah circle, the school is located before the circle to the left	Ahmad Assi	796680665	aassi@quest-scope.org
Asma'a Bint Abu Baker Basic Mixed School	For females at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma- traq	The Western Northern Badia	Al-Zataari	32.306495	36.3000280	The main Al-Za- taari street, the enter of the Great Mosque	Cedar Zieqat	798518011	cedar@quest-scope.org
The Secondary Basic Basma School	For females at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Aqa- bah	Al Aqabah town	Palaces Street	29.559626	35.0112850	Opposite to the intelligence de- partment housing	Cedar Zieqat	798518011	cedar@quest-scope.org

Petra Basic Mixed School	For females at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Amman town	Jabal Al-Hussain	31.96116	35.9261900	At Al- Hussain station side, before the camp traffic	Cedar Ziregat	798518011	cedar@quest-scope.org
JOHD Female-Ma'an School	For females at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ma'an	Ma'an town	The City	30.195649	35.7264240	Desert road apposite to Shuwaikh Hotel	Cedar Ziregat	798518011	cedar@quest-scope.org
Muta Secondary School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Karak	Muta & Al-Mazar	Al-Mazar	31.089104	35.6953380	Muta, close to Muta health center	Cedar Ziregat	798518011	cedar@quest-scope.org
Al-Hamra Basic School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma-traq	The Western Northern Badia	Al-Hamra	32.43681	36.1547500	Near to Al-Hamra health center	Cedar Ziregat	798518011	cedar@quest-scope.org

JOHD Al-Mafraq Girls' School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma- traq	Al Mafraq town	The city	32.333745	36.2163980	Near to the Islamic center and the Civil defense	Cedar Zirqat	798518011	cedar@quest- scope.org
JOHD Al-Mafraq Boys School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma- traq	Al Mafraq town	The city	32.333745	36.2163980	Near to the Islamic center and the Civil defense	Cedar Zirqat	798518011	cedar@quest- scope.org
Othman Bin Affan School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma- traq	Al Mafraq town	Manshiet Bani Hassan	32.374316	36.0836490	Schools' district	Cedar Zirqat	798518011	cedar@quest- scope.org
Princess Tagreed Mixed Secondary School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Al-Oweis- meh	Abu Alanda	31.92963	35.9493200	Al-Naharh Di- tric- King Abdallah stadium street	Fakher Al Hamdani	798517979	fakher@quest- scope.org

Al- Yado- den Secondary School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Al- Qweis- meh	Al- Yado- den	31.850718	35.9101370	The Crossroad of Hanzalah Bin AlRabee' street and Alzarqa Bnt Oday street - near Al-Yadodah center for memorizing The Holy Quran	Fakher Al- Hamdani	798517979	fakher@quest- scope.org
Ibn Zah'r Basic School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Amman town	Al-Zohor	31.92493	35.9229300	The Eastern Al-Zohor- Near Al-Redwan Mosque- Maimona Bnt Al-Harith street	Fakher Al- Hamdani	798517979	fakher@quest- scope.org
Al-Talbah Housing Basic School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Al- Qweis- meh	Al-Talbah	31.88127	35.9170300	Al-Akouniyeh/Ur- ban Development Saeb Khazraji St.	Fakher Al- Hamdani	798517979	fakher@quest- scope.org
Al- Bara Bin Malik Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Naour town	Mari Al-Hannam	31.884351	35.8577450	Near the commu- nication Circle	Fakher Al- Hamdani	798517979	fakher@quest- scope.org

Al-Qweis-meh First Basic School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Al-Qweis-meh	Al-Qweis-meh	31.91421	35.9449900	The Housing Bank – behind Al-Jamal Bakeries- Schools complex quarter Melhem Makham-ra street	Fakher Al-Hamdani	798517979	fakher@quest-scope.org
Al-Yadoden Basic School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Al-Qweis-meh	Al-Yadoden	31.844492	35.9136020	Ibn Hashem street No. 17	Fakher Al-Hamdani	798517979	fakher@quest-scope.org
Salem Village School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Al-Mogar	Sahab	31.8483	35.9719200	Near the old mosque	Fakher Al-Hamdani	798517979	fakher@quest-scope.org
Al-Azraq Mixed Secondary School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa II	Al Azraq	31.883049	36.8296980	Northern Azraq, to the left of the traffic light by about 100 meters	Majid Al Khatayleh	798518003	majid@quest-scope.org

Southern Azraq School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa II	Southern Azraq	31.835261	36.8124330	The main street, behind the gas station, near the traffic light	Majdi Al Kna'ayleh	798518003	majdi@quest-scope.org
Al-Dhlail Mixed Secondary School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al-Zarqa II	Al-Dhlail	32.115806	36.2649950	The main Al-Dhlail street, the entrance of Al-Halabat Palace, behind Raya Al-Dhlail School located on the main street	Majdi Al Kna'ayleh	798518003	majdi@quest-scope.org
Al-Azraq Camp School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa II	Al-Azraq Camp	31.901124	36.5916850	Inside the formed education school, Rooms 14- 15- 16	Majdi Al Kna'ayleh	798518003	majdi@quest-scope.org
Azraq Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa II	Al Azraq	31.881444	36.8333930	The Nourthen Azraq, the street next to the traffic light about 100 meters	Majdi Al Kna'ayleh	798518003	majdi@quest-scope.org

Omar Bin Al-Khatib School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma-farq	Al Mafarq town	Balaama	32.2368	36.0835700	Balaama, the main street, to the north of the traffic light, against the civil defense	Majdi Al Khalayleh	798518003	majdi@quest-scope.org
Al Azraq Camp School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa II	Al Azraq Camp	31.901124	36.5916850	Inside the formal education school, Rooms 14- 15- 16	Majdi Al Kalayleh	798518003	majdi@quest-scope.org
Al-Shifa'a School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Amman town	Jabal Al-nathief	31.936259	35.9250060	Opposite to Jabal Al-Nadeef place Station	Rasha Abu Ziena	799091418	rasha@quest-scope.org
"JOHUD"-female Amman 1 school	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.9855863	36.0202690	The old Marca housing, near vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org

"JOHUD"-female Amman 2 school	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.985863	36.0202690	The old Marca housing, near vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org
"JOHUD"-female Amman 3 school	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.985863	36.0202690	The old Marca housing, near vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org
"JOHUD"-female Amman 4 school	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.985863	36.0202690	The old Marca housing, near vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org
"JOHUD"-male Amman 1 school	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.985863	36.0202690	The old Marca housing, along with vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org

"JOHUD"-male Amman 2 school	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.985863	36.0202690	The old Marca housing, near vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org
"JOHUD"-male Amman 3 school	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Road	31.985863	36.0202690	The old Marca housing, along with vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org
"JOHUD"-male Amman 4 school	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Amman	Marca province	Al-Hezam Street	31.985863	36.0202690	The old Marca housing, along with vocational training for girls	Rasha Abu Ziena	799091418	rasha@quest-scope.org
South Side School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Irbid town	South Side	32.545181	35.8504220	Irbid, South Side, Ahram street, east of Zamzam supermarket	Taghreed Al Eranl	799989980	taghreed@questscope.org

Jomana Secondary School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ar Ramtha	Ar Ramtha	Ar Ramtha	32.551188	36.0081550	West of the main circle	Taghreed Al Eranl	799989980	taghreed@questscope.org
Zarqa Al-Yamamah Basic School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Al Zarqa I	Al- Nozha	32.064263	36.0779360	Al- Nozha quarter, Al-zohor street, near the Jordan mosque	Taghreed Al Eranl	799989980	taghreed@questscope.org
Atka School	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarqa	Rusaifa	Rusaifa	32.02403	36.0588800	Awayan, after Faisal hospital on the way to Al-Zarqa, Al-Jabal traffic light, to the right	Taghreed Al Eranl	799989980	taghreed@questscope.org
Qatqafa Overall Secondary School For Girls	For females at the of age 13-20 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Jarash	Jarash	Qatqafa	32.347679	35.9329740	West of the town nearest to Jaba road	Taghreed Al Eranl	799989980	taghreed@questscope.org

Wahba Secondary School Adib For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Balqa'	Salt	Salt	32.048684	35.7155300	Khandaq housing – opposite Al-Nsoor guest house	Taghreed Al Eranl	799989980	taghreed@questscope.org
Hamad Al-Farhan Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Beni Obeid	Naemeh	32.420786	35.9239720	The main entrance to Naemeh town, near Jaber Barakat mosque	Taghreed Al Eranl	799989980	taghreed@questscope.org
Khalil Al Salem Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Beni Obeid	Al- Hoson	32.48312	35.8744800	Al-Hoson, west of the lake or Al-Qanter by about 300 meters	Taghreed Al Eranl	799989980	taghreed@questscope.org
Angara Secondary School For Boys	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ajlun	Ajlun	Angara	32.30912	35.7585900	Angara, the entrance of Arabi Quarter	Taghreed Al Eranl	799989980	taghreed@questscope.org

Deir Abi Saïd	For females at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Al-Koura	Al-Koura	32.506381	35.6819700	Deir Abi Saïd, west of the main Al-Koura cricle	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org
Al Hasan Ibn Al-Haitam Secondary School For Boys.	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma-traq	The Western Nortien Badia	Al-Kalidiya	32.175401	36.3004600	Al-Kalidiya, the main street, behind the great mosque	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org
Al-Turrah Secondary School For Boys.	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ar Ramtha	Ar Ramtha	Al-Turrah	32.643432	35.9887330	Al-Turrah village, near the football circle	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org
Al-Man-sheya Secondary School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Karak	Al Karak town	Al-Man-sheya	31.183279	35.7400260	The big circle, after the military hospital	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org

"JOHUD"- Males Ma'an	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Ma'an	Ma'an town	The city	30.195649	35.7264240	The main street, Princess Basma Development Fund.	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org
Tariq Ibn Ziad School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Zarga	Al-Zarga II	Al-Halabat	32.098067	36.3331520	Main Al-Dhathem village street, near to Shabwan market, 200 meters away.	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org
Abdallah Ibn Qais Al-Harthi School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Aqabah	Aqabah town	Al-Mahdood	29.549414	35.0058320	Al-Mahdood area, behind the Safeway.	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org
Omar Fa'iq Al-Shabbi School	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Irbid	Irbid town	Al-Turkmen district	32.554737	35.8340460	Al-Turkmen quarter, behind the super market	Tawfiq Zakameh	798518009	tawfiq.z@quest-scope.org

Muta Basic School For Boys.	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Karak	Muta & Al-Mazar	Muta	31.088946	35.6964750	The main street, Opposite to the commercial market.	Tawfiq Zakarnneh	798518009	tawfiq.z@quest-scope.org
Mogaier Al-Sarhan Secondary For Boys.	For males at the of age 13-18 years, from any nationality, who dropped out of school for at least one year, and who failed to get a tenth grade certificate.	Al Ma- traq	The Western Northern Badia	Mogaier Al-Sarhan	32.45858	36.2130500	Mogaier Al-Sarhan, Main street	Tawfiq Zakarnneh	798518009	tawfiq.z@quest-scope.org

Annex 7: Formal Education referrals - SCJ's help desks

Name	Address	Address Details	Phone Number
Hamza Jamal Suleiman Al-Jidi	Amman	Al-Nuzha, Al-Sadd Al-Aali Street	778440295-0778440295
Muhammad Khair Jalal Khair-eddine Jalouqa	Zarqa	Downtown, next to Al-Shishani Mosque, Jordan Shishani Women's Society	775744011-0775736343
Taghreed Atiyyeh Muhammad Freij	Mafraq	Next to the Department of Lands and Survey	775464973
Sami Muhammad Mahmoud Wardat	Ramtha	Downtown, next to Yarmouk Taxi	777673668
Aws Suleiman Hassan Al-Qudah	Jerash	Dahr Al-Sarou	778404181
Abeer Tayseer Saleh Jaradat	Ajloun	Downtown, Jabal Ajloun Charitable Society	778488917
Hiba Salem Khalil Jawarneh	Irbid	Al-Qubbeh Roundabout, Al-Salem Commercial Center	778488919-0778488906
Aref Abdul Rahman Aren Malahmeh	Karak	Next to Al-Farouq Islamic School;, Princess Basma Center	778408833
Hiba Adnan Dawood Qassem	Maan	Housing Development, near Aqaba Roundabout, next to Al-Saliheen Mosque	778411335
Haifa Muhareb Fayyad Damayneh	Aqaba	Old Town, Adasco Street, Red Crescent Society	778411334

Annex 8

Code of Conduct for “Makani” Center Personnel, Community Committee Members, and Volunteers Working with Partners

All of members and volunteers working in the Child Protection Network should understand and accept specific principles and regulations. Hereunder is a proposed Code of Conduct, to be signed by all members of community committees, as well as social volunteers working with the program, including guards. Each organization should hold a training course for its members and volunteers to ensure that they understand this “Code Conduct” and its consequences. Also, a signed copy of this document should be kept in the file of each staff member and volunteer.

I pledge to commit myself to the following:

- Treat all boys, girls, women, men and youth with respect and equality.
- Work on creating a welcoming, inclusive and safe environment for all children, youth, parents, employees and volunteers.
- Respect all people regardless their backgrounds.
- Encourage open communication among all children, youth, parents, employees and volunteers and engage children and youth in making decisions that interest them.
- Report any concerns related to child abuse and gender-based violence and, at the same time, respect confidentiality and the best interest of the child.
- Adorn myself with the care needed in all matters related to my task and refrain from divulging any confidential information about children or survivors of gender-based violence to anyone who is not authorized to come to know that information.
- Be transparent at all times in the actions I take and the patterns of conduct to which I adhere.
- Shoulder the responsibility of ensuring that I am held accountable and that I shall not put myself in a suspicious situation that may involve the risks of legal claims against me.
- Make self-evaluations of my behavior, language and relations in dealing with children.
- Speak out loud when I notice that the behavior of my colleagues or of others may end in provoking fears.

I also pledge not to:

- Participate in any action intended to disgrace, humiliate or degrade children and women.
- Use inappropriate, abusive or discriminatory language when I talk to a child or a youth.
- Ever request any service or favor from any child in exchange for protecting or

helping him/her.

- Do any work of a personal nature, which it is natural for a child to do by himself/herself without any help from others, such as helping him/her in dressing himself or using the toilet.
- Take children to my home or sleep with a child in the same room or the same bed.
- Use any form of physical violence in dealing with children.
- Establish sexual relations with children or any relations with children that can be considered as exploitative of, or abusive to children.
- Behave in an instigating or improper way with children.
- Overlook, or participate in act deemed to be illegal, unsafe or abusive to children.
- Behave in a way that reflects unfair or preferential treatment among children.
- Take photographs or shoot videos of a child without his/her consent or the consent of his/her parents or guardians.

I, the undersigned, _____, do hereby declare that I have read and understood the above-mentioned principles undertake to commit myself thereto.

Signature _____ date _____

Annex 9 - Code of Conduct

All members of the Community based Child Protection Committee (CPCs) should understand and agree upon certain principles and regulations. The one below is a proposed Code of Conduct to be signed by each member of the CPC.

I WILL:

- Treat all boys, girls, women, men and young people with respect and equity
- Provide a welcoming, inclusive and safe environment for all children, young people, parents, staff and volunteers
- Respect all people regardless of their background
- Encourage open communication between all children, young people, parents, staff and volunteers and ensure that children and young people are able to participate in the decisions that affect them
- Report any concerns of child abuse and gender based violence while respecting confidentiality and the best interest of the child
- I will exercise due care in all matters related to my function and not divulge any confidential information about a child or survivor of GBV to anyone not authorised to have that information
- At all times be transparent in my actions and behaviour
- Take responsibility for ensuring I am accountable and do not place myself in any positions where there is a risk of allegations being made
- Self-assess my behaviour, actions, language and relationships with children
- Speak up when I observe behaviour of colleagues or others that could cause concern

I WILL NOT:

- Engage in behaviour that is intended to shame, humiliate, belittle or degrade children and women
- Use inappropriate, abusive, offensive or discriminatory language when speaking with a child or young person
- I will never request any service or favour from a child in return for protection or assistance
- Do things of a personal nature that a child can do for him/herself, such as assistance with toileting or changing clothes
- Take children to my own home or sleep in the same room or bed as a child
- Use any form of physical violence in my dealings with children
- Develop sexual relationships with children or relationships with children that may be deemed exploitative or abusive
- Behave provocatively or inappropriately with a child

- Condone or participate in, treatment of children that is illegal, unsafe or abusive
- Act in a way that shows unfair and differential treatment of children
- Photograph or video a child without the consent of the child and his/her parents or guardians

I, _____, understand and will comply with all of the principles stated above.

Signature_____ Date_____

Annex 10: Parents' Consent

Name of Facilitator/Official:

Signature of Facilitator/Official:

Parent's Consent for Referring the Child to Hospital/Health Center

To: Mr./Ms/Miss (Name), Director of Makani Center at (Name and Location of Center),

I hereby authorize you to take the necessary measures in cases of accidents to refer my son/daughter (Name of Child), who is participating in the Center's activities, to (Name of Hospital/Health Center).

Sincerely yours,

Name of Parent:

Date:

Signature

Annex 11: Makani Infrastructure Standards

N/B Minimum standards highlighted in Red

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Ventilation	No or one window	One door and more than two windows	Two doors and more than two windows	Any of the above with AC or ventilation system
Sanitation facility	No or one latrine in the building or premise	Multiple and separate latrines for boys and girls	Separate latrines for boys and girls, and facility for people with disability	One hand washing station per facility, facilities for people with disability
Water facilities	No water facility in the building or premise	Water facility in the building or premise, and drinking water available	Multiple water facilities and drinking water in the building or premise	Multiple water facilities with hand washing soap, and drinking water in the building or premise
Kitchen Facility	Not available	Available but not equipped	Available and equipped (stove and fridge)	
Size of covered area committed to Makani	Area can accommodate 19 children or below without desks and chairs	Area can accommodate more than 20 children without desks and chair	Area can accommodate more than 20 children with desks and chair	Area can accommodate more than 20 children with desks and chair, and space for activities
Safe and secure	No fence	Fence/ enclosed on all sides, more than one gate and no guard	Fence, more than one gate, and one guard	Fence, multiple gates and guard per gate

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Special accommodations	Class room for all genders with one admin room	One class room per gender + Admin	One class room per gender + Admin +activity room+ teachers room shared wash units	two class room per gender + Admin +activity room+ teachers room separate wash units and play area + kitchen facilities
First Aid Kits	One FAK in the admin office	Two Advanced First Aid staff and one kit per facility	All staff certified Advanced First Aid and one FAK per room	Clinic
Fire extinguishers	One per facility	One per facility and all staff trained / contingency	One per room Two exit doors All staff trained Children trained	One per room and fire fight system / contingency Two Exit doors And staff trained Children trained
Accessibility for persons with disabilities (see also "Sanitation facility" for accessibility)	No ramps	Ramps for the main access doors WASH facilities for PLWD	Ramps for all rooms WASH facilities for PLWD Pathways appropriate for PLWD	Ramps for all rooms Wash latrine for PLWD Adapted learning environment facilities for PLWD
Cleanliness	Dirtiness and untidiness observed in multiple areas ¹ of the building or premise	Dirtiness and/or untidiness observed in one area	All areas observed clean, and cleaning is done once a week as reported by center	All areas observed clean, and cleaning is done multiple times a week as reported by center
Recreational Space	No space available	Only indoor space available	Only outdoor space available	Indoor/outdoor space available

1. Area: Space for Makani activities, latrines and surrounding area.

Annex 12:Healthy Snacks Guideline

Guidelines for Healthy Snacks for Children in Makani Centres

I. Objective:

To provide guidance on the nutritional content and availability of the snack meal in such a way that can have influence on the diets and nutritional practices of children and adolescents who utilize the services of Makani centers nationwide.

II. Guidelines **

a. Food*

1. Snacks provided in Makani centers must meet all of the following standards. Each individual food item may not:
 - Be deep fried, par fried, or flash fried by the entity preparing the food item
 - Be deep fried, par fried, flash fried as part of the manufacturing process unless an “acceptable” oil is used such as canola, safflower, sunflower, corn, olive, soybean, peanut, or a blend of these oils, typically liquid at room temperature and are known for their positive cardiovascular benefit
 - Contain artificial trans fat
 - Contain more than 35 percent of its total calories from fat
 - Contain more than 10 percent of its total calories from saturated fat
 - Contain more than 35 percent of its total weight from sugar, including naturally occurring and added sugar
 - Contain more than 175 calories per individual food item (for young children)
 - Contain more than 250 calories per individual food item (for adolescents)
2. The above standards do not apply to individually packaged portions of nuts, nut butters, seeds, eggs, individually packaged cheese, fruit, vegetables that have not been deep fried, and legumes.
3. Whole grain products are highly recommended.

b. Beverages*

Only the following beverages may be served to Children:

3. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener
4. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener
5. Drinking water with no added sweetener
6. One-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar

nondairy milk

7. An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-ounce serving (for adolescents, only)

III. Proposed samples of snacks

For all children (Tier 1)	Examples
Fruits, vegetables, whole grains, combination products, fat-free and low-fat milk and milk products, lactose-free and soy beverages	<ul style="list-style-type: none">• Individual fruits—apples, pears, oranges.• Fruit cups packed in juice or water.• Vegetables—baby carrots, broccoli, Sweet pepper, any seasonal vegetables accepted by children.• Dried or dehydrated fruits—raisins, apricots, cherries.• 100% fruit juice or low-sodium 100% vegetable juice.• Low-fat, low-salt, whole-grain crackers or chips.• Whole-grain, low-sugar cereals.• 100% whole-grain mini bagels.• Small servings of low-fat, fruit-flavored yogurt• Small servings of low-fat or nonfat chocolate or strawberry milk• Low-sodium, whole-grain bars containing sunflower seeds, almonds, or walnuts.
For Adolescents (Tier 2)	Examples
<ul style="list-style-type: none">• Any foods or beverages from Tier 1.• Snack foods that are ≤ 200 calories per portion as packaged• Sugar-free, caffeine-free beverages with Nonnutritive sweeteners; Not vitamin- or nutrient-fortified; and < 5 calories per portion as packaged	<ul style="list-style-type: none">• Low-salt baked potato chips (≤ 200 mg of sodium), crackers, and pretzels.• Ice cream bars low in sugar and fat.• Caffeine-free, calorie-free, non-fortified soft drinks

IV. Proposed Activities

1. Educate the children about nutrition so they can become advocates for promoting healthy practices.
2. Make healthy food and beverage choices throughout the children's stay in Makani centers.
3. Make plain, drinkable water available throughout the day in all Makani centers.
4. Snacks should not be used as rewards or discipline for children performance or behavior.
5. Calorie limits for snack items: ≤ 200 calories

VI. What to Do to Serve Healthy snacks?

1. Prepare work plan and budget for the healthy snack menus to be served in each Makani center considering the following tips:
 - Budget for each child will be 0.25JD/child/day.
 - Include at least two of the four food components (grain/bread, milk, fruit/vegetable, protein/meat/meat alternative) in each day's snack.
 - Serve each of the four food components at least two or three times a week.
 - Provide water to children at the snack table, not just at the water fountain. Water should be the primary beverage available to all children.
 - Plan for alternative snack options for students with special dietary concerns/needs.
 - Include adolescents in planning healthy snacks. Doing so will help to ensure that the snacks are eaten, rather than tossed in the trash.
 - **Keep in mind the snack served at Makani center may be a child's last or only meal for the day. That makes it doubly important to serve a healthy snack, so that your participants have the fuel they need to grow in healthy ways.**

*Definitions

"Added Sweetener" - Any additive other than 100 percent fruit juice that enhances the sweetness of a beverage

"Deep fried" - A food item is cooked by total submersion in oil or fat

"Par fried" - A food item is fried to reach an internal temperature of 160 degrees Fahrenheit then is cooled to room temperature so that it may be refrigerated or frozen for future frying

"Flash fried" - A food item is quickly fried on both sides in oil with a temperature of 400 degrees Fahrenheit or higher

"Artificial Trans Fat" - A food contains artificial trans fat if the food contains vegetable shortening, margarine, or any kind of partially hydrogenated vegetable oil, unless... documentation...lists the trans fat content as less than 0.5 grams of trans fat per serving

Annex 13: Makani Staff TOR

First: Center director

- Main task: The center director is responsible for supporting the practical implementation of the “Makani” center activities.
- The center director shall supervise the academic facilitators, the psycho-social support program facilitator, life skills facilitator, administrative assistant and community mobilization coordinator.
- The project director shall work in coordination with the technical academic specialist / education, the psycho-social support specialist and life skills specialist.

Responsibilities:

- Assign the responsible person of registering new children on Bayanati (could be a data entry person, an admin assistant..etc)
- Follow-up on children's records and on their withdrawal from the program. The manager has to maintain the files in the Center's archives.
- Refer children who are repeatedly absent to the outreach volunteer for follow-up.
- Monitor on a daily basis the attendance of the technical and administrative staff, record and check attendance, grant and approve leave and vacation permissions and attach them to salary files.
- Monitor the general condition of the “Makani” center facilities.
- Submit weekly and monthly reports, including reports on maintenance, supplies, children's roll call, children's numbers, and the commitment of technical and administrative staff to the agreed upon working hours.
- Supervise the various activities of the Center.
- Receive furniture, materials and food.
- Supervise the distribution and arrangement of furniture.
- Deliver materials, tools and food to the facilitators for use in the Center's programs and activities, document and distribute them among the children, and submit reports accordingly.
- Supervise the registration of children in the “Makani” center programs.
- Supervise the formation of community committees.
- Supervise the conduction of diagnosis tests and pre and post tests for life skills and psycho-social support.
- Assess the performance of the workers at the “Makani” center.
- Submit reports on emergency cases and accidents immediately for the necessary actions to be taken.
- Offer the necessary support to the facilitators at “Makani” center to attend education sessions, follow-up on the progress of LSS activities, and supervise the progress of psycho-social support sessions and life

skills activities.

- Offer support and assistance to the team responsible for implementing the “Makani” center plan.
- Ongoing supervision regarding the implementation of the discipline instructions of “Makani” centers.

Required qualifications and experience:

- First university degree or diploma in a humanitarian field.
- At least 5 years of experience in administration.
- Knowledge of the Jordanian local context.
- Knowledge of computer uses and applications.
- Advanced leadership skills, including interacting with others, communication, influence, negotiation and problem solving.
- Good conduct.
- Knowledge of the local Jordanian culture and context.

Second: Administrative assistant (if any at the Center)

- General task: the administrative assistant is responsible for the duties carried out by the administrative staff at the “Makani” center.
- The occupant of this position answers administratively to the “Makani” center director.
- The administrative assistant supervises the center volunteers, janitor and guard (if any).
- The administrative assistant works in coordination with the outreach team.

Roles and responsibilities

- Monitor the daily attendance of children.
- Daily monitoring on the availability and use of the center’s facilities, ensure availability of water and electricity, as well as cleanliness of facilities.
- Daily inspection and recording of the general status of the learning environment, including availability of furniture, as well as basic education and learning materials, psycho-social program materials, and materials for the life skills sessions, and submit the necessary reports to the center director.
- Enter data of children and youth on the “Bayanati” system for purposes of monitoring and evaluation (if he assigned the task).

Required qualifications and experience:

- First university degree or diploma in a humanitarian field.
- At least 1 year of experience in a similar field.
- Knowledge of the local Jordanian context.

- Skills in using computers and their applications.
- Knowledge of standard operating procedures that are adopted among the organizations.
- Knowledge in the field of psychological first aid.
- Advanced skills in interacting and communicating with others, including influencing others, negotiations and problem solving.
- Good conduct and reputation.

Fourth: Academic facilitator

- General mission: The academic facilitator is responsible for implementing the educational learning process.
- The occupant of this position answers administratively to the “Makani” center director.
- The occupant of this position answers technically to the academic / technical supervisor.
- The academic facilitator supervises the performance of the volunteers.
- The academic facilitator works in coordination with the psycho-social support program facilitator, the adolescents and youth empowerment program facilitator, and volunteers to work in the informal education program, if any, at the center.

Roles and responsibilities

- Commitment to attending the training courses convened by the program administration or other institutions.
- Commitment to implementing the education materials and using them in the informal education program.
- Participate in creating the educational and weekly plan for the program.
- Hold and correct diagnostic tests, place the children according to their results, and classify them into levels.
- Draft therapeutic plans according to the results of the diagnostic tests.
- Participate in preparing for and implementing the open day.
- Coordinate and cooperate with the technical and administrative staff.
- Cooperate with parents in the interest of the children.
- Receive the facilitator’s bag and learn about its components and how to use the tools available in it.
- Study the informal education curriculum accurately and implement it according to the plan set for it.
- Organize the physical environment according to the teaching methods outlined in the lesson plans and prepare the necessary educational tools.
- Abide by the mechanism agreed upon with the center administration in managing the educational sessions and controlling behavior.

- Look after public safety and the safety of children inside the center.
- Follow-up on the performance of the children on daily basis to improve their skills and convene midterm and final tests.
- Provide the employee in charge with the children's tests results to be entered into the "Bayanati" system.
- Abide by the business hours and discipline instructions of the "Makani" center.
- Raise awareness among the children / youth, on the importance of enrolling in school or formal education.
- Read diverse educational stories to the children through the Big Bad Boo program(if applicable at your center)
- Refers OOSC to formal and non-formal education.

Required qualifications and experience:

- First university degree in one of the following specializations: mathematics, science, Arabic language, English literature, homeroom teacher, area teacher.
- Preferably someone with a community college diploma for the first phase teacher
- **Preferably** 2 years of teaching experience.
- Effective communication skills.
- Skills in using computer programs and applications.
- Handles work pressures and willing to work within a team.
- Very serious and professional at work.
- Commitment and motivation to learn and self-progress.
- Highly flexible and able to guide himself.
- Good conduct and reputation.
- Ability to interact with out of school children.

Fifth: Life skills facilitator

- General task: the life skills facilitator is responsible for implementing the basic life skills activities.
- The occupant of this position answers is administratively accountable to the "Makani" center director.
- This job is technically accountable to the basic life skills specialist.
- The life skills facilitator supervises the life skills volunteers.
- The life skills facilitator works in coordination with the academic facilitators and the psycho-social program facilitator.

Roles and responsibilities:

- Commitment to attending training courses convened by the program

administration.

- Implement pre and post tests relevant to the basic life skills which are accredited by UNICEF.
- Assess the needs and identify the components to be given to the youth, and convene life skills programs and training sessions accordingly in cooperation with the life skills specialist.
- Contribute to creating the general plan and the weekly plan for the basic life skills activities, and send them to UNICEF.
- Identify the detailed target groups (male/female, Jordanians, Syrians, and others, age groups, criteria of marginalized groups, and others).
- Support the youth in designing, planning and implementing initiatives under youth leadership.
- Organize and implement basic life skill activities.
- Recording daily attendance of youth and adolescents.
- Collect data and indicators that show the impact of implementing the adolescent and youth empowerment program on the various groups of children.
- Supply the life skills specialist with monthly narrative reports on the life skills and civil participation projects, to be collected from all the facilitators and submitted to UNICEF.

Required qualifications and experience:

- A university degree, preferably in one of the following specializations (sports, art, music, sociology, psychological counseling, vocational education).
- Advanced communication skills.
- Fun and active personality.
- Handles pressure at work and works well within a team.
- Has the ability to work with adolescents.
- Very serious and professional at work.
- Committed and motivated to learn and achieve self-progress.
- Highly flexible and able to guide himself.
- Good conduct and reputation.

Sixth: Psycho-social support facilitator

- General task: The psycho-social support facilitator is responsible for implementing psycho-social support activities.
- This job is technically accountable to the psycho-social support specialist.
- The psycho-social support facilitator supervises the psycho-social support volunteers.
- The psycho-social support facilitator works in coordination with the academic facilitators, life skills facilitator, and community mobilization

coordinators.

Roles and responsibilities:

- Committed to attending the training courses convened by the program's administration.
- Contribute to setting the general plan and the weekly plan for the psycho-social support program.
- Organize and implement psycho-social support activities according to UNICEF's manual.
- Register the attendance and absence of children and youth in the activities and submit them to the center's administration.
- Participate in forming community committees and designate their roles and responsibilities.
- Implement the pre and post-tests.
- Implement specialized activities with the children and youth according to the results of the tools to determine the needs and feedback from the academic facilitators and life skills facilitators.
- Identify the cases that must be referred to the competent authorities.
- Refer to the cases to the service providers.
- Document the referrals through using the referral reception form and the joint referral form among the organizations.
- Attend community meetings and disseminate protection messages through various methods and approaches.
- Offer psycho-social support to the families of the beneficiaries and service providers, through implementing the activities of the awareness sessions guide on child protection and prevention of gender-based violence.
- Collect data and indicators on the impact of implementing psycho-social support programs on the various groups of children and youth.

Required qualifications and experience:

- First university degree in one of the following specializations: psychology, educational counseling, social service, sociology).
- Experience in the field of child protection and psycho-social support.
- Knowledge of first psychological aid.
- Advanced communication skills
- Fun and active personality.
- Skills in using computer applications and its various programs.
- Handles pressure well and can work within a team.
- Ability to interact with children and youth.
- Handles pressure well and works within a team.

- Very serious and professional at work.
- Committed and motivated to learning and achieving self-progress.
- Highly flexible and able to guide himself.

Volunteers

a. Psycho-social support volunteer

- The psycho-social support volunteer is administratively accountable to the psycho-social support facilitator.

Roles and responsibilities:

- Committed to attending training courses convened by the program administration.
- Assist in organizing and implementing psycho-social support activities set forth in the UNICEF manual.
- Assist in registering the attendance and absence of children in the activities and submit this to the center's administration.
- Assist in organizing and implementing introductory activities on the program in the open day.
- Contribute to providing data to the periodic reports.

Required qualifications and experience:

- University degree or diploma.
- Computer and computer application skills.
- Advanced communication skills.
- Handles pressure well and can work within a team.
- Enjoys the ability to work with children.
- Very serious and professional at work.
- Commitment and motivation to learn and achieve self-progress.
- Highly flexible and able to guide himself.
- Good conduct and reputation.

b. Community mobilization volunteer

- The community mobilization volunteer is administratively accountable to the Makani manager.
- Works in coordination with the administrative assistant.

Roles and responsibilities:

- Committed to attending training courses convened by the program administration or other institutions.
- Assist in organizing and implementing community mobilization activities.

- Contribute to following up on drop – outs and attendances.

Required qualifications and experience:

- University degree, diploma, or a high school certificate.
- Computer and computer application skills.
- Advanced communication skills.
- Handles pressure and works within a team.
- Enjoys the ability to work with children.
- Very serious and professional at work.
- Committed and motivated to learn and achieve self-progress.
- Highly flexible and able to guide himself.
- Good conduct and reputation.

Janitor (if any at the center)

- General task: The janitor is responsible for general cleanliness at the “Makani” center.
- This job is administratively accountable to the center director or administrative assistant.

Roles and responsibilities:

- Works to maintain the center and its facilities in a good healthy condition.
- Lists the required cleaning supplies and equipment, orders them from the center director and receive them according to the receipt form.
- Interacts with the children according to the children protection policy.

Required qualifications and experience:

- Good conduct and reputation.

Guard (if necessary or if the need arises for his presence)

- General task: The guard is responsible for maintaining security at “Makani” center.
- The incumbent answers administratively to the administrative assistant.

Roles and responsibilities:

- Abide strictly by attendance according to the times designated for starting the task of guarding the building and children.
- Keep watch of the center’s gate.

Required qualifications and experience:

- Ability to communicate and interact with the public.
- Good conduct and reputation.

Annex 14 : A sample of a Makani Schedule:

Sunday +Tuesday+Thursday	Time	Activity	Facilitator	Venue (if applicable)
	8:30-9:15	English(BNL) age group 6-9	Ahmad El-ali	Venue no.1
	8:30-9:15	PSS(age group 6-11)	Reem Sada	Venue no.2
	9:30-10:30	LS (Females,age 19-24)	Laila Hasan	Venue no.1
	11:00 – 11:45	PSS (age group 12-15)	Khaleel Omar	Play ground
	11:00 – 11:45	Arabic (Remedial), age group 11-14	Lana Jawad	Venue no.1
	12:00- 1:00	LS (age 10-15)	Laila Hasan	Venue no.2
	1:00 – 2:00	Math (BNL) age group 6-9	Fares Odai	Venue No.
Monday + Wednesday + Saturday	Time	Activity	Facilitator	Venue
	9:00- 10:00	Example		
	Example	Example		
	Example			

Annex 15 : Jeel 962 (www.jeel962.org)

- Jeel 962 Network (formerly UNICEF Change Agents Network UCAN) is a Youth Volunteer Network that focuses on spreading active civic engagement throughout Jordan. It is a platform through which young people can interact, learn, analyze, and take actions on rights; a coaching process that builds the capacity of members and other young people to become active citizens and eventually effective change agents in their communities. The new Network targets youth aged 13-24 throughout Jordan's 12 governorates by capitalizing on their enthusiasm to engage in governance and decision-making. It opens new alternative and more transparent channels for dialogue and community-driven solutions by giving youth the chance to act as active agents of development and empowerment.
- The overall objective of this Network and its associated online platforms, is to contribute to the creation of an enabling environment for youth-led organizations and young women and men to meaningfully engage as active citizens, particularly in issue-based advocacy and decision-making relating to political, social, economic, educational, and cultural policy making and planning.
- Jeel 962 also advocates for children's needs, rights, and concerns by working on influencing decisions of the adults municipal council. The network ensures the inclusion of youth from different geographical locations, social classes, and age groups, taking gender balance into consideration. Youth with disabilities in the network's activities are a priority; activities and trainings are made as accessible to the needs of youth with disabilities as possible.
- In addition to their work with Jordanian youth and adolescents, Jeel 962 members and task-forces are involved in the UNICEF emergency program by working with Syrian youth and adolescents in refugee camps and host communities. Members of Jeel 962 will continue this collaboration with young Syrian refugees living in host communities and engage them in the network's activities, including campaigns, civic engagement, and capacity-building and basic life skills trainings. Existing adolescents and youth friendly spaces in refugee camps will be used as venues in implementing Jeel 962 activities and trainings, by focusing on social cohesion through collaborative initiatives and resilience building among Jordanian, Palestinian and Syrian youth.

Digital Engagement and Activism

- As Jordan witnesses a remarkable growth in use of mobile telephony among young people and in adoption of new media tools for cross-platform and border-less communication, the reliance on technology as a medium comes as a natural consequence to today's booming technology and its widespread use by youth in the region. Youth think that it is only about time that new channels of communication and constructive dialogue

are created. Jeel 962 answers to such demands by capitalizing on the enthusiasm for new low-cost and replicable technologies among youth throughout the Middle East and engages young people through ICT tools for wider meaningful social engagement aimed at enhancing their contributions to society.

- The Network enjoys 3 digital engagement platforms for youth including an online portal (www.jeel962.org), an interactive map and a mobile application connected to them. The goal of the Online Portal isn't to use technology for the sake of technology, but to leverage it as a tool to achieve social objectives. It gives members the opportunity to create personal accounts through which they interact with each other and collaborate on various initiatives and calls for action. The platform also showcases the latest volunteer and training opportunities creating a space for engagement and improvement for youth all over Jordan both online and on the ground with various partners.
- The use of the Portal is not only limited to Jeel 962 members (although those have special rights within it); it allows anyone interested in the development and volunteer work to participate in certain activities that are advertised for non-members and voice their support for various initiatives that could be, then, taken on by a member and turned into an initiative.
- The Interactive Digital Map is featured on the online portal. It enables mapping techniques that provide for visualization of Jeel 962 research findings and act as an Interactive Action Research platform. The Interactive Digital Map facilitates analysis of locations against key existing data (socio-economic), and allow "click through" to further details and a variety of feedback tools. The interactive digital map will allow filtration by type of issues, location, demographics among others.
- The mobile application compliments the map by being a mechanism that enables citizens, particularly youth, to report issues of concern and then share it publicly thus providing an opportunity for others to vote for these issues and make them a priority for users of the Portal. This would also allow users to either act and advocate for the issue via an online campaign or create a response offline in their communities.
- The newly available Digital Engagement Platforms will be used to crowd-source youth input on issues of concern by offering an easy-to-use system that builds on the core values of good governance and one's need to innovate solutions to issues that have proved of utter importance to the community. The Portal; "www.Jeel962.org" aspires to become the region's biggest online youth hub for innovation and community solutions.
- The network's plans will be participatory developed and monitored- enabling efficient and consultative monitoring and evaluation of the activities implemented and verification of achieved results. The processes will include the youth members of the network, their mentors, and beneficiaries. The

online portal will post and share lessons learned and experiences which will be disseminated widely to communities, giving other youth groups the chance to replicate initiatives from the shared experiences.

- The design, rationale, and structure of Jeel 962 are about bringing together young members of society and linking them with local and national governance to be able to effectively contribute towards addressing social needs and challenges both online and offline while creatively bridging this divide with innovation and cooperation.

