

Appendix 2

Context Questions & Illustrated Case Study for Technical Application

Context Questions

The following are two examples of context questions which could be provide within an evaluation SOW (RFP) for evaluators to answer:

1. How do you perceive the role of civil society in advancing Jordan's development?
2. What are essential aspects required and common challenges (internal and external) faced by CSOs in their attempt to facilitate social change through their programmatic interventions?

While these are general, you are able to provide more specific context questions which apply to your specific area of work within the Jordanian Civil Society sector.

Illustrated Case Study Example

The following is an illustrative case study which was provided to evaluation firms so as to see their methodology for a small project within a localized area. They were asked to provide a mock participative evaluation design (purpose/goal, evaluation questions, evaluation team, targeted stakeholders, data collection tools and methods, data analysis techniques and report format).

***The Rented Schools in the Northern Valley District
Lack a Safe Educational Environment
North Villages Center for Training and Projects Management***

Introduction

The northern Mazar District is located in the northern part of the Hashemite Kingdom of Jordan. It was given this name as it was a station for visitors because it hosts a number of the prophets' shrines. It is located 80 km to the north of Amman, parallel to Ajlun Mountains, however it belongs administratively to the Governorate of Irbid. According to governmental studies, the district is considered one of the poverty pockets due to the absence of investment projects. Unemployment is considered one of the main characteristics of the district with the number of unemployed people amounting to 4500 people; most of them are females. In addition, most of the health centers are rented and violate the standards of health services.

The General situation in the district is reflected on all aspects of the educational reality that suffers from a shortage in the various educational requirements, in addition to the unavailability of the basic needs that support the educational process. Problems related to schools and their services increased steadily, which has created an extra burden on the citizens to handle such problems that need radical solutions and not temporary ones.

The Problem in Brief

42 public schools lack the simplest conditions of health and safety. Most of these schools suffer from overcrowding and the absence of many of the educational services. Official studies confirm that most of the district's schools do not have any fences, playgrounds or yards. Among these 42 public schools, the standards and facilities of the 12 "rented schools" in the district do not meet the educational requirements and conditions in terms of rooms' size, ventilation and illumination. These rented buildings are old and narrow, with no space for queuing; they lack playgrounds, sports areas, yards, and fences. Consequently they lack the conditions for a safe educational environment, for which the Ministry of Education calls.

In light of this situation, the status of students is continuously deteriorating. Problems related to poor academic achievement and low educational levels have arisen. These problems constitute a real barrier and a source of parents' concern about the academic and scientific future of their children. The phenomenon of skipping school and school drop outs has noticeably increased in light of the unavailability of measures to implement the Compulsory Education Law. It is noticeable that the level of violence among students has increased, in addition to violence against the teaching staff, which is in general due to the students' disrespect to the educational environment, which has negatively affected the performance of teachers and students.

Advocacy Campaign for Establishing New Schools in District

Due to the massive complaints expressed by citizens because of their children's presence (more than 1200 students) in rented schools that lack a safe educational environment, the North Villages Center and in collaboration with other organizations arranged an advocacy campaign and an action plan, calling for the establishment of new schools. The campaign's main characteristics are that the parents are a main partner in the campaign and in its planning process, having a specific demand for the campaign, cooperation among the various entities and organizations, and coordination with the government. The campaign was not confined to a time frame but set a comprehensive work plan that was amended

according to the circumstances of the campaign's various phases.

Project/ Campaign's Objectives

- Building modern schools equipped with all of the requirements of the educational process in the villages of the Northern Mazar District to replace the rented schools

Work Strategies

- Engaging the biggest number of parents in the programming and planning process and gaining their support before contacting Ministry of Education's officials
- Coordinating with various governmental and civil society organizations, including the Ministry of Education's directorate in the region, the Mayor, the elected municipality members, and the District Officer so as to gain their support and cooperation to solve this problem
- Engaging media outlets and ongoing media coverage of the campaign
- Allowing the voices of students to reach officials and making use of the various stories of suffering through publishing them in media outlets

Activities and work mechanism

- A questionnaire was prepared to identify the most important issues, from which the citizens in the Al-Mazar al-Shamali District suffer. 500 copies were distributed in the villages of the Al-Mazar al-Shamali District by volunteers, who were well-trained for this purpose. The analysis of the questionnaire's results showed that the issue of education and specifically the issue of rented schools is one of the priorities for the citizens of the area
- Four discussion sessions were held in the district's villages: in Habka and Juhayfa societies, and in the Al-Mazar Municipality. Representatives of civil society organizations, citizens, and District Officers attended the sessions so as to discuss this issue and gain the parents' support before contacting the Ministry of Education's officials
- Six roundtable discussion were held with the Mayor and the elected municipality members who represent the district's villages and the District Officers so as to gain support and advocacy and cooperate to solve this issue
- Five rented schools were visited by the project's work team so as to check on their status. The work team also met with schools principals so as to familiarize themselves with the existing problems
- An expanded meeting was held with the Ministry of Education's director in the Second District of Irbid and the official in charge of education at the District. The meeting was attended by the Mayor, municipality members, and representatives of the local community, in addition to 40 school principals in the District. The reality of the educational situation and rented schools was discussed

- A number of meetings were held with the District Officer during the project implementation period so as to show him the project's current activities and coordinate future activities with him
- A meeting was held with 38 District Officers in the district's villages to coordinate with them as they constitute a pressure group that influences officials and decision-makers
- A petition was signed by more than 450 citizens, parents, District Officers, and other civil society organizations in the district, calling on the Ministry of Education to build new and modern schools instead of the rented schools
- The ongoing media coverage of the campaign and its activities

Outcomes and Effect

- Building a new school in Inba Village in 2010 according to modern standards instead of the rented school there.
- Receiving promises to build a new school on Irhaba village instead of the rented school by the beginning of next year

Challenges and ways to overcome them

- Some officials did not accept the proposed solutions as they constituted an embarrassment for them before citizens especially regarding putting a new budget with a high- cost. This issue was overcome through forming a pressure group from representatives of the civil society organizations, meeting those officials and trying to convince them through organizing discussion sessions attended by citizens and representatives of civil society organizations.
- Claims by the Ministry of Education Directorate that the Ministry of Education does not possess a piece of land to build a new school on. When we checked with the Land Registration Department, we figured out that the Ministry of Education possesses more than 10 spacious pieces of land that are appropriate for building new schools in various villages of the District. When we met with the Ministry of Education Director, we informed her of this piece of information, exerted pressure on her and pushed her to build new schools instead of the rented schools

Impediments and Ways to overcome them

- Difficulty to meet certain officials due to their prior engagements, which led to delaying or cancelling a certain activity
- Inability to get data and information during certain work phases, including the numbers of students, who are studying at rented schools, in addition to the plan of Ministry of Education to build new schools during the next period
- Unavailability of sufficient financing to cover the costs of some of the project's activities, in addition to the deadlines set by the donors to carry out the project's activities

- Responses by the Ministry of Education officials that building schools needs financing and that the Ministry is incapable of building new schools within a short period of time this year
- The officials kept changing at the Ministry of Education Directorate and especially the Directorate with which we were coordinating our work before the end of the project

Surrounding Opportunities

- Through this campaign we were able to gain the trust of citizens and officials in our region
- Creating many partnerships with other organizations
- We sensed high cooperation from citizens, who were extremely enthusiastic to work with us

12 “Rented Schools” - Basic Statistics

Sch #	Grades	Gender	# of Students	# of Teachers		# of Admin		Increase of Violence	
				M	F	M	F	Stud / Stud	Stud / Teacher
NM-1	9-12	FEMALE	130	1	3	-	2	10%	5%
NM-2	6-8	MALE	100	3	-	2	-	15%	20%
NM-3	9-12	FEMALE	150	-	4	-	3	15%	5%
NM-4	6-8	MALE	115	3	-	2	-	30%	15%
NM-5	9-12	MALE	160	4	-	2	1	50%	30%
NM-6	6-8	MALE	100	3	-	2	-	40%	15%
NM-7	9-12	MALE	125	4	-	2	-	45%	20%
NM-8	6-8	MALE	100	3	-	2	-	50%	35%
NM-9	9-12	FEMALE	110	1	2	-	2	25%	3%
NM-10	6-8	FEMALE	100	-	3	-	2	15%	5%
NM-11	9-12	MALE	125	3	1	2	1	25%	15%
NM-12	6-8	FEMALE	100	-	1	-	1	10%	10%