

## **TERMS OF REFERENCE (Individual Contractor Agreement)**

<b>Title:</b>	<b>Sociological Specialist</b> - Request for Proposals to undertake a Sociological/Socio-Psychological Study on the deeper causes of vandalism and violence in Jordanian schools
<b>Project:</b>	German financial cooperation with the Hashemite Kingdom of Jordan – “Support of Reforms in the Jordanian Education Sector (Development Policy Loan [DPL])” <b>Supporting Consulting Services – Trigger C, 3 and 8</b>
<b>Duty station:</b>	Amman, Jordan
<b>Section/Unit:</b>	PMU
<b>Contract/Level:</b>	LICA 10
<b>Supervisor:</b>	Head of PMU, Amal ALDABABSEH

### **0. Preamble**

These *Terms of Reference* (ToR) describe the tasks of the Consultant<sup>1</sup> necessary for the execution of the services. However, this list of tasks and activities can by no means be considered as the complete and comprehensive description of the Consultant’s duties.

It is rather the Consultant’s responsibility to thoroughly study the ToR and the scope of services. The Consultant should critically review the fields of action and ideas outlined below and develop an appropriate proposal, including necessary adjustments and modifications on the basis of own professional judgements and experience in similar projects.

The Consultant has to take into account the general situation in the country and in the Project area and particularly the conditions and constraints related to infrastructure, accessibility, transport, accommodation, administration and security.

Above all, the Consultant should keep in mind the obligation to follow the most efficient approach, the need to strictly maintain the time schedule of the submission of the deliverables and the scope of the proposed consultancy budget. It is understood that the Consultant should perform all work necessary to fulfil the objectives of the Project.

### **1. Scope of services**

#### **1.1 Objective**

The German Government is supporting reform processes in the Jordanian education sector through a Development Policy Loan (DPL) provided by KfW German Development Bank to the GoJ represented by the Ministry of Planning and International Cooperation (MoPIC). Based on defined triggers/indicators to be implemented by the MoE, the loan has been provided to the Ministry of Finance (MoF) as budget support. The reform process is accompanied by a political dialogue between the GoJ and the German Embassy and is supported technically and administratively by the German Financial Cooperation Programme Management Unit (PMU) which is integrated into the Development Coordination Unit of the Ministry of Education.

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<sup>1</sup> Throughout the ToR, the term “Consultant” can refer to a single consultant or a team of two consultants (preferred). In the case of two consultants, the team leader should be an international expert.

The DPL aims at supporting reforms in the MoE and related entities to improve Facility Management and Maintenance (FM/M) in Jordanian public schools. A *Policy Matrix* serves as the core document of the reforms to improve FM/M in Jordanian public schools. The Matrix has been jointly endorsed by the Ministers of Education, Planning and Finance.

These ToR refer to Triggers C, 3 and 9 of the DPL Policy Matrix and aim at **understanding the deeper causes of vandalism and violence in Jordanian schools**, with a particular view to maintenance issues within the “safer schools” concept.

In particular, it is the **objective** of the assignment to undertake a **comprehensive socio-psychological analysis of the existing mindsets, behaviours and behaviour patterns of students, teachers, school managers, parents and communities**, with regard to their respective sense of responsibility towards the school environment, and their (un-)willingness to contribute to maintaining/raising the quality of the school environment. Further, hindering factors will be identified and analysed which contribute to the currently observed persistence of existing behaviour patterns and mindsets.

It will be important to **take the analysis beyond mere management issues and to identify societal conditional fields which determine certain behaviours and mindsets**. This analysis should be taken as a foundation for **developing and proposing a strategy which addresses the observed restrictions in an innovative way, again beyond the current approach of mere sensitisation** which on its own does not appear likely to yield concrete changes in behaviour and attitude at the school level.

## 2.2 Currently ongoing interventions on behaviour and mindset change

As outlined in MoE’s *School Environments Improvement Strategy in Public Schools 2020-2022*, MoE has developed various programmes and campaigns with the aim of providing a healthy and safe environment, including the *Together for a Safe Environment Campaign* to reduce rates of violence in schools, an anti-bullying programme, and a *Tahseen* initiative to protect students from drug addiction and smoking. Educational counsellors also implement the *Life Skills Programmes* and the *Basma* programmes aiming to support the development of students’ personalities, to enhance the values of loyalty to the country, to strengthen leadership capabilities, and to develop their physical and mental skills in cooperation with the Ministry of Youth and Sports, the Ministry of Interior, the Ministry of Tourism, the Joint Military Command, the General Security and the Police. This Strategy will be implemented over 2020-2022 with a focus on accelerating the implementation of the necessary improvements in school environments in public schools, including strengthened maintenance procedures and facility management approaches, with specific targets that ensure the optimal implementation, synergetic efforts and mobilised support to reach concrete results during the next two years.

Likewise, MoE has developed a *Communications and Awareness Raising Action Plan* (including the *Back-to-School Campaign* under a post-COVID-19-scenario) to facilitate effective communication activities to a range of audiences on vital topics related to education turnout and the proper treatment of school infrastructure in Jordan. The *Action Plan* foresees country-wide outreach activities to inform and engage communities to support children’s learning and well-being on several topics, including raising awareness among communities with regard to maintaining schools’ environment and infrastructure, reinforcing a sense of ownership and responsibility for keeping maintenance standards, cleanliness, eradicating vandalism and violence, and promoting well-being of students and *professional* well-being of teachers. Of particular relevance for the current assignment is the MoE’s objective to raise the awareness of teachers and students with the aim to develop a sense of ownership and responsibility for upkeeping the maintenance of their respective schools as being community property.

USAID's *Enhancing School Management and Planning* (ESMP) project also explicitly targets positive behaviour change as one key aspect to approaching capacity development within MoE and also the Ministry of Public Works and Housing (MoPWH). Generally, ESMP is designed to improve the Jordanian school management and the quality of the school environment in Jordan by enhancing the planning, operation, and maintenance capabilities of the MoE and the MoPWH. ESMP's recently conducted *Behaviour Change Study* (September 2019) recognises the linkages of behavioural change and improved programme outcomes, and aims at identifying "accelerator behaviours" as high impact opportunities for change.

In December 2019, ESMP facilitated a workshop focussing on school vandalism and identified existing types of vandalism, their impact and possible causes, and suggested possible solutions. While this analysis could serve as an additional resource, it however continued to primarily focus on management issues and/or observable symptoms of school violence, without entering into a deeper sociological/socio-psychological analysis of the underlying causes beyond the immediately observable phenomena of violence and vandalism in schools.

CIDA, through the *School and Directorate Development Programme* SDDP programme, is supporting the strengthening of decentralised structures by enhancing the accountability of school management to communities and students. However, the understanding that schools are actually "community property" remains underdeveloped in Jordan, despite the ongoing SDDP initiative. The new proposal for school-based management (SDDP 2.0) therefore specifically includes addressing violence and preventive maintenance.

UNICEF is in the process of finalising a second *Violence against Children (VAC)* study, following their first study conducted in 2007 (ELAYYAN 2007). The purpose of the second study is to measure the various forms of violence inflicted against children in Jordan, also identifying the main perpetrators of violence against children and the forms and places in which violence takes place. The study further examines public awareness and opinions about violence against children, the risk factors that may put children at a higher risk for violence, and the mechanisms children use to seek help for themselves. The launch of the study is expected to take place during the second quarter of 2021. At the same time, a study report will be launched on *National Efforts to Prevent and Respond to Violence in Schools in Jordan* (MoE, and UNICEF, with the support of FCDO (formerly DfID) and the "Safe to Learn Global" Initiative.

At the level of German development cooperation, it is the GIZ-QUDRA project which provides valuable inputs into the discussions on improving operation and maintenance procedures at school level. It is also expected that QUDRA will undertake some sensitisation activities on FM/M for the community/school staff. A current pilot undertaken by GIZ QUDRA foresees the establishment of a facility manager who would have full authority over all maintenance needs and would also be in a position to carry out small repairs him-/herself. The facility manager would be instrumental in conducting school-based awareness campaigns and would also support school management in forwarding larger maintenance requests.

All policy documents (and related studies) above appear to agree on three main issues, i.e. (i) the active usage of school facilities by community, parents and school staff cause wear and tear due to lack of sense of ownership and accountability; (ii) a lack of ownership and accountability creates challenges in the levels of safety, security, health and personal hygiene practices; and (iii) these conditions lead to cases of vandalism and negatively impact on the school becoming a safe and stimulating environment for teaching and learning.

While acknowledging the adequacy of such findings, which certainly provide a good starting point for further analysis during the course of this assignment, they however focus too strongly on school management and the participation of local communities. It is the objective of this assignment to **perform a more ground-breaking analysis**. For example, while the current findings seem to come to the conclusion of involving school communities more closely in the maintenance of the schools in order to generate ownership, they appear to overlook the fact that without a feeling of responsibility for the schools, the willingness to actively contribute to the upkeep of the schools will remain low or even non-existent.

The currently available documentation seems to neglect the **illumination of the deeper causes of vandalism, apart from the issue of ownership – and, in particular, to identify the causes why there is no ownership**. The observable fact remains that despite the efforts of various stakeholders and the MoE itself there seems to be no measurable improvement on the way school infrastructure is being (mis-)treated, and/or on the degree of violence generally occurring in schools.

### 2.3 Specific work

The Consultant is expected to provide an in-depth analytical qualitative sociological/socio-psychological study on the deeper causes of vandalism and violence in Jordanian schools. In particular the local expert will, in close collaboration and coordination with the team leader, deliver the following:

- (i) to provide inputs and support the team leader in analysing the deeper causes of vandalism and violence, taking into account legal frameworks (pertaining to violence/corporal punishment at home and at school)<sup>2</sup> and existing studies, developing them further with a key focus on societal determinants for specific behaviour patterns, and differentiating between the key target groups (i) students; (ii) teachers; (iii) school management; (iv) parents; and (v) school communities. The Consultant is also required to, where possible, analyse and assess causes of vandalism and violence before and after the COVID 19 pandemic, outline the insights and causes of exacerbation due to the emergency. The local consultant will be tasked with undertaking a detailed document study of all relevant documents, also with a particular focus on regional and national findings in relation to the research question, and relating such findings to the Jordanian context in preparation for the field consultations, drafting background analyses, and drafting specific sections of the analysis under the supervision of the team leader;
- (ii) to support the team leader in consulting with all key target groups in a participatory manner, giving them an opportunity to reflect on reasons of (own) vandalism and violence, to develop ideas leading to prevention of such, and to propose ways of fostering self-awareness. The local consultant will be tasked with identifying key target groups (in coordination with the PMU and MoE), setting up meetings with key stakeholders, preparing and conducting focus group discussions with key target groups, and facilitating the discussions of the team leader in relation to the target groups in meetings and focus groups. The local consultant will also be tasked with supporting the team leader in identifying a nation-wide representative

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<sup>2</sup> Considering the sex-segregated school system and related societal/parental attitudes and gender norms, gender will be an important dimension here. A QRF presentation on the "feminization" of schools highlighted some important issues that seem to run parallel to findings of violence/vandalism in male schools.

- stratified sample for data collection (possibly building on the already existing sample of 100 schools for the biannual quality survey);
- (iii) to arrange for and conduct field visits to collect the necessary data (in close coordination and collaboration with the team leader), including individual views on the subject to be gathered in separate groups of individual target groups as listed in 2.3.1 (i) above, employing a variety of data collection methods, including (but not limited to) interviews, focus group discussions (alternatively, in the light of COVID-19 restrictions, distance telephone consultations) and questionnaires, possibly applying additional action research methods.
  - (iv) to support the team leader in making an assessment of possible regional disparities across Jordan, and to identify varying degrees of community ownership against observable vandalism and violence in schools, to be based on a representative stratified sample;
  - (v) to consider relevant national and regional studies (in collaboration with and under the direct supervision of the team leader), to relate them appropriately and adequately to the Jordanian context and to assess the suitability of their findings throughout the consultations with stakeholders (including the field work related to the representative stratified sample mentioned above);
  - (vi) on the basis of (i) to (iv), to support the team leader in proposing innovative and context-sensitive approaches leading to a sense of greater community ownership, possibly leading to a sense of responsibility for protecting both school poverty and learners from violence, also assessing the suitability of possible approaches related to curricular aspects (Trigger 3) and reward systems (Trigger 9);
  - (vii) to support the team leader in identifying responsibilities and timelines for the required regular data collection related to the indicators proposed under (vi) above, and to support the team leader in assessing capacities of EQAU and other identified MoE staff for such data collection, including capacities for processing, analysis and interpretation;
  - (viii) to support the team leader in engaging with and closely coordinating with key partners and key donors in this field, as indicated by the available studies presented under 2.2 of these ToR, and to support the team leader in suggesting areas for additional TA support through the PMU or external consultants where gaps by other donors exist.
  - (ix) To provide ad hoc support through translation (Arabic to English) in meetings, revision of existing reports, and other research material, and support to data collection.

All activities will be implemented under the overall supervision of the Head of PMU and in close collaboration with Ministerial project partners (particularly MoE and its related entities such as DCU, the Educational Planning and Research Directorate, the SDDP Unit, EQAU and the EMIS unit housed at the Queen Rania Centre [QRC]), and other donors operating in this field.

### 3. Methodology

The assignment will be conducted in all three Regions of Jordan (overall representing the 12 Governorates) on the basis of a preceding preparatory desk research. Based on the objectives outlined in these ToR, **the Consultant will devise a methodology that is participatory, inclusive and evidence-based, including a proposition of team members and their roles, together with a timeline and a financial proposal.**

The Consultant will ensure that the proposed methodology includes an analytical framework together with a behavioural **Theory of Change** to be tested during the field visits. This methodology will be further refined in an inception report to be provided by the Consultant.

While the tasks could also be performed by an individual consultant, it is suggested that the study will be conducted by a mixed team of at least two consultants, one international and one national. In addition, junior support consultants could be included for the field visits, working under the guidance of the national (lead) consultant. The international consultant will act as team leader (if necessary due to COVID-19 restrictions, s/he will consult with key stakeholders from a distance through internet conferencing modalities) and will be responsible for overseeing the study, including the work of the national lead and support consultants, and the timely submission of all the deliverables of the assignment. The local consultant will support the international consultant (team leader) and perform duties assigned by the international consultant as per the scope of this ToR.

#### 4. Deliverables and Timeline

The local consultant will deliver the following, in collaboration and coordination with the team leader:

- (i) The local consultant will be required to provide input into the assignment's **Action Plan** (which clearly outlines the tasks and responsibilities of each team member.) This will be done by identifying, suggesting and agreeing on the tasks and responsibilities to be conducted by herself/himself and the required timeline for such activities in coordination with the team leader;
- (i) The local consultant will be required to draft specific sections of the **Inception Report** further refining the methodology, including an analytical framework and a preliminary behavioural Theory of Change, together with a presentation of the nation-wide sample agreed upon for the field visits. The local consultant will work with the team leader in developing the report and providing required support for refining the methodology and Theory of Change. The local consultant will be tasked with identifying local and regional reports and analyses (including material only published in Arabic) to be included as part of the research material which will inform the development of the study. The local consultant will play a major role in determining a nation-wide sample for field visits in collaboration with the team leader;
- (ii) The local consultant will be required to draft specific sections and provide overall support to the team leader in developing a **comprehensive Sociological/Socio-Psychological Study on the deeper causes of vandalism and violence in Jordanian schools**, including an agreed-upon monitoring framework with qualitative indicators, and solution-oriented policy recommendations towards reducing vandalism and violence in schools. The local consultant will be tasked with leading field visits through arranging and attending meetings in the field and reporting back to the team leader with the key findings (if the team leader is unable to conduct field visits due to travel restrictions). The local consultant will be in charge of arranging, facilitating and attending meetings with concerned stakeholders together with the team leader. The local consultant will also support the team leader through analysis, research, data collection and data verification in an effort to provide the required background material needed to inform the findings of and conduct the study;
- (iii) As an Appendix to the study, the local consultant will draft specific sections of and support the team leader in developing an **overview of international findings relevant to the research question, and related/adapted to the Jordanian context**. The local consultant

will be tasked with providing and suggesting mechanisms for adapting and customising the international findings to the Jordanian context.

The deliverables and drafts will be submitted to the German FC PMU. Drafts of all deliverables will be presented to KfW and then shared with stakeholders for commenting. These will then be considered by the Consultant for subsequent integration into final versions of the respective deliverables.

Timeline:

The expected starting date of the assignment is mid October 2021. The detailed contract period will depend on developments around the Covid-19 pandemic, particularly with regard to schools re-opening, availability of stakeholders and prevailing travel restrictions. Specific details will be communicated to the Consultant through the German FC PMU in due course.

The study is expected to stretch over a 2-month period, including 4 working days for a desk review and to prepare the research tools, a 2-week field work phase to be elaborated in more detail in the Consultant's proposal, and 4 working days for compiling the information gathered, analyse, draft and complete the study report. The Consultant will present the final report at a workshop with interested parties to be held in Amman. If necessary, such a workshop will be conducted via video conference.

The Consultant will report to the Head of the UNOPS Programme Management Unit. The final starting date will need to be discussed and agreed upon with the MoE. The consultancy should be completed by the end of December 2021.

**5. Qualifications and Experience**

**a. Education**

- Postgraduate university degree preferably in sociology, social psychology or evaluation science. A Bachelor's Degree with an additional 2 years experience will be accepted in lieu of a Masters Degree.

**b. Work Experience**

- At least 7 years of relevant professional experience in education, child protection or child psychology, with a proven record of having been involved in sociological/socio-psychological studies, evaluation of capacity development or strategic management or project and programme management in sectors related to qualitative research particularly in the field of education.
- Experience in Jordan or the Region would be a definite advantage.
- Experience in cooperating with bilateral and/or multilateral financing organisations would be an advantage.
- Expert knowledge in qualitative research methods.
- Fluency in English and Arabic is required.

Project Authority (Name/Title):		Contract holder (Name/Title):	
Signature	Date	Signature	Date

## **Annex 1: Key documents**

### **A. Policy Documents**

- Jordan 2025 (published 2015): A National Vision and Strategy.
- Jordan Poverty Reduction Strategy 2013-2020 (UNDP).
- Education for Prosperity: Delivering Results. A National Strategy for Human Resource Development 2016-2025.
- Ministry of Education (2018): Education Strategic Plan (ESP) 2018-2022.
- Ministry of Education (2020): School Environments Improvement Strategy in Public Schools 2020 2022.
- Ministry of Education (2020a): Communications and Awareness Raising Action Plan.

### **B. Other resources**

- **ALAWI, Raja'a** (2019): Monitoring, assessment and support to EU and other donors-funded Education and complementary programmes implemented by the Ministry of Education to deal with the Syria refugee crisis. Project No. 2018/401259. Mission 2, Output 4: Progress Report on Education Quality for 100 Centres and Schools. Final Report. 24 June 2019.
- **Edvise ME** (2021): Vandalism in Jordan's Schools: Methods of Addressing Vandalism. Research & Analysis. Submitted to: USAID-Funded Enhancing School Management and Planning Project. Submitted by Edvise ME. Submitted on January 21<sup>st</sup>, 2020.
- **Edvise ME (2021a)**: Vandalism in Jordan's Schools: Comparison Across Country Contexts. Submitted to: USAID-Funded Enhancing School Management and Planning Project (ESMP). Submitted to: Norwegian Refugee Council (NRC). Submitted by Edvise ME. Submitted on Feb 18<sup>th</sup>, 2020.
- **ELAYYAN, Khalil (2007)**: Violence against children study in Jordan. Amman: UNICEF.
- **GIZ** (2019): Qudra – Resilience for Syrian refugees, IDPs and host communities in response to the Syrian and Iraqi crises. Funded by the Regional EU Madad Trust Fund and the German Federal Ministry for Economic Cooperation and Development (BMZ). Basic Facility Management Model for Public Schools in Jordan. Pilot Project Presentation. PowerPoint, 25 July 2019.
- **MINISTRY of Education** (2016): Impact of Syria Crisis on Education in Jordan and Accelerating Access to Quality Formal Education for Syrian Refugee Children. January 2016: MoE.

- **MINISTRY of Education, The Managing Directorate of Educational Planning and Research, Directorate of Educational Research and Development, Monitoring and Evaluation Department** (undated, pres. 2018): An evaluation Report on the reality of the Implementation of SDDP at the Ministry of Education 2013-2017.
- **MINISTRY of Education, Education Quality and Accountability Unit** (2020): The Quality of Facility Management Assessment Tool.
- **PFAFFE, J.F.** (2020): Provision of expert services to develop a Policy Matrix for a Development Policy Loan (DPL) by the German Financial Cooperation in the educational sector of Jordan with a particular focus on Facility Management in a wider sense. KfW Order no. 104683. Final Mission Report. 17 January 2020.
- **QUEEN Rania Foundation [et.al.]** (undated, pres. 2020): Comparative Study between Feminized and Single-Sex Public Schools from G1 To G6. PowerPoint presentation.
- **UNICEF** (2021): Safe to Learn. Diagnostic Study of National Efforts to Prevent and Respond to Violence in Schools in Jordan. January 2021.
- **USAID** (2019): Behavior Change Study. Enhancing School Management and Planning (ESMP) Project. Submission Date/Version: September 13, 2019, Version I. Submitted by The Kaizen Company, Washington, DC.
- **USAID** (2019a): Strengthening Monitoring, Evaluation, and Learning in the Jordanian Ministry of Education. Desk Review and Needs Assessment. October 31, 2019.
- **USAID (2019b)**: Enhancing School Management and Planning (ESMP) Project. School Vandalism Workshop Report. December 23<sup>rd</sup>, 2019.
- **USAID** (2020): Findings from Jordan M&E Needs Assessments. PowerPoint presentation. January 27, 2020.