



Greater Amman Municipality



Greater Amman Municipality

In the words of Her Majesty...

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INTRODUCTORY
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"To achieve a qualitative leap in our societies, we should invest in our children"

**Her Majesty Queen Rania Al Abdullah,
Children and the City Conference,
Amman, 2002**

An investment in the future

Investing in our
children

TODAY



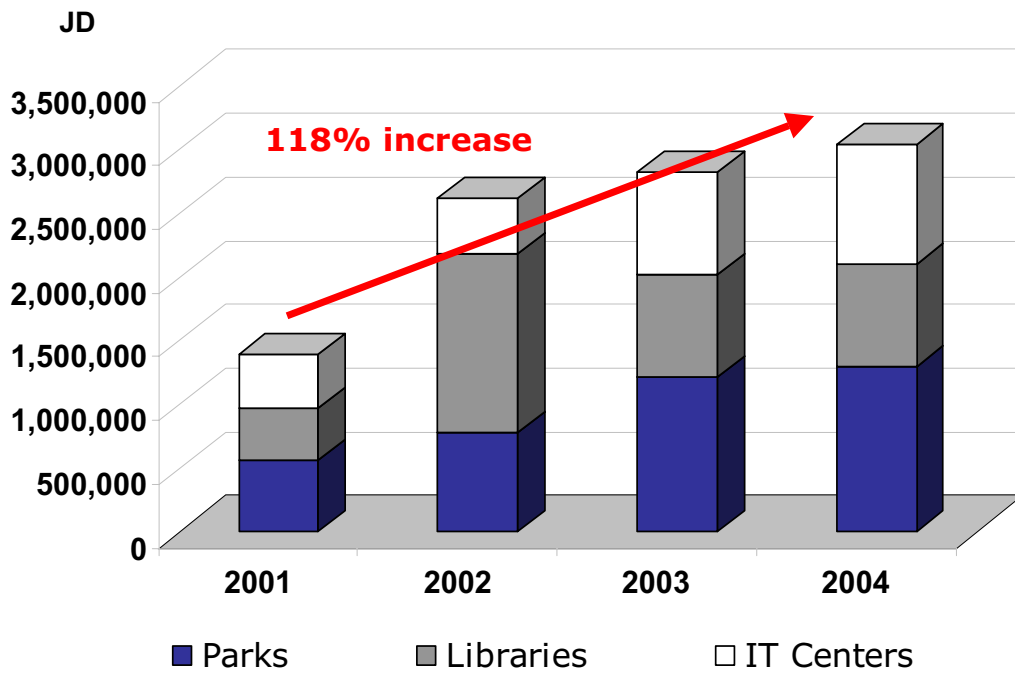
Investing in the

FUTURE

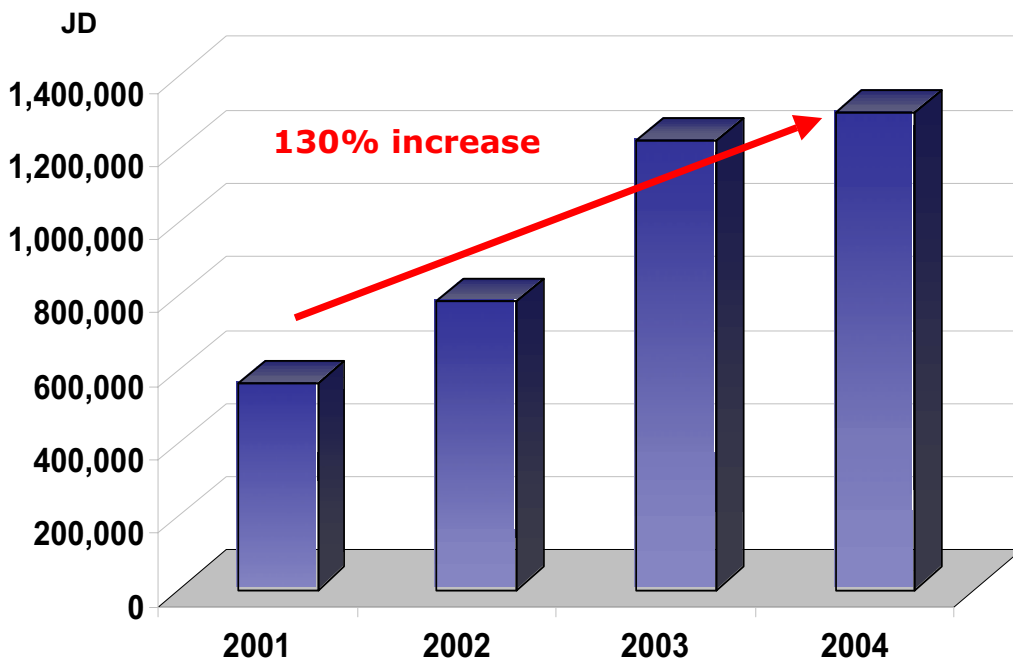
No investment can have a greater return

No investment can do more to maximize
the potential of each Jordanian

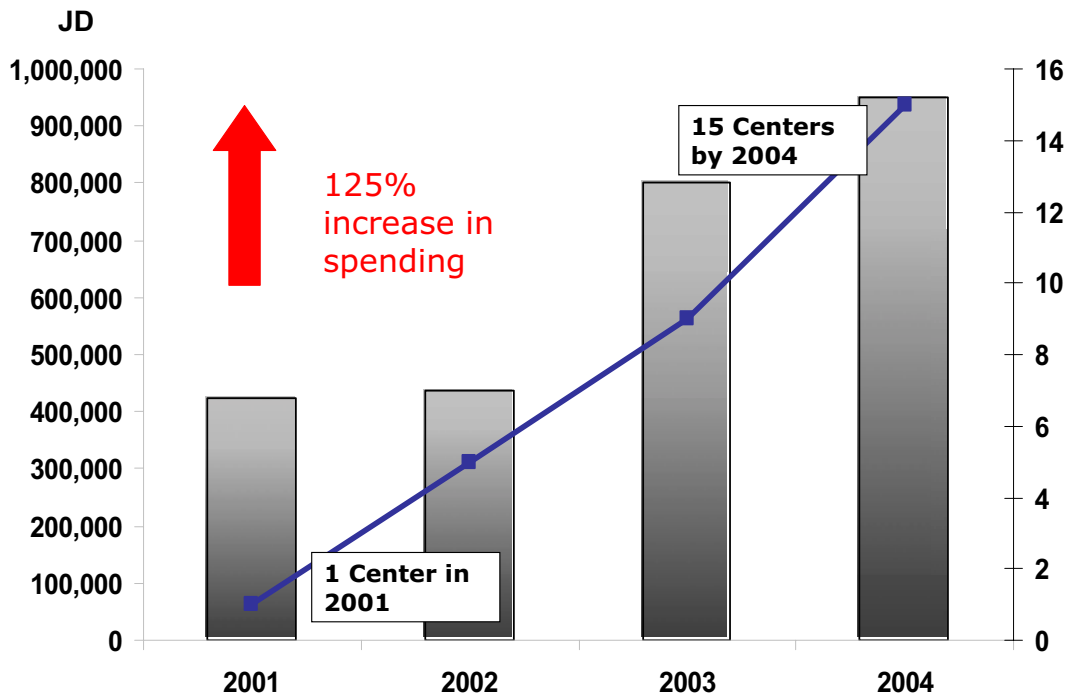
Spending on Public Parks, IT Centers & Libraries



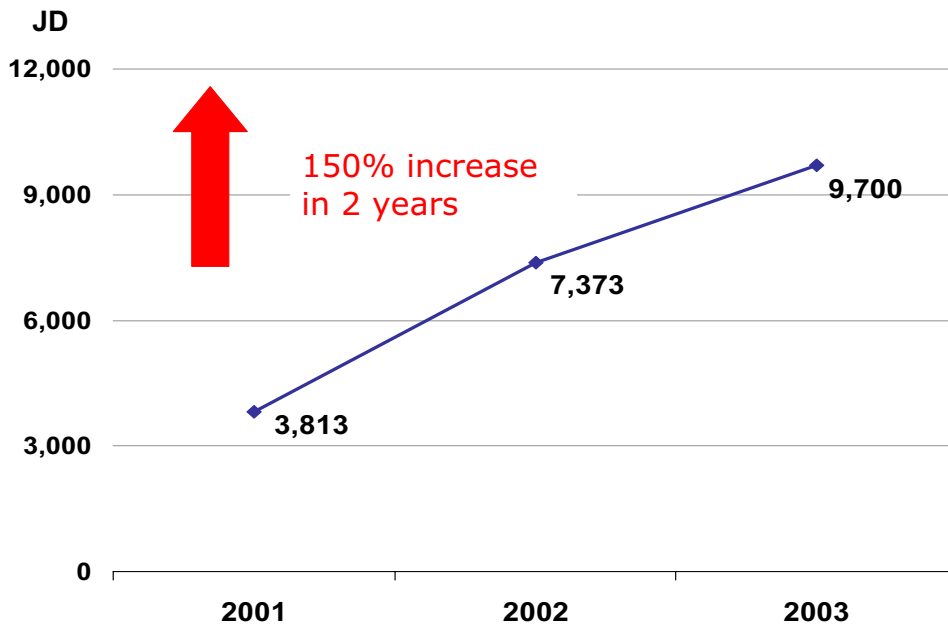
Spending on Public Parks



Municipality Spending on IT Centers

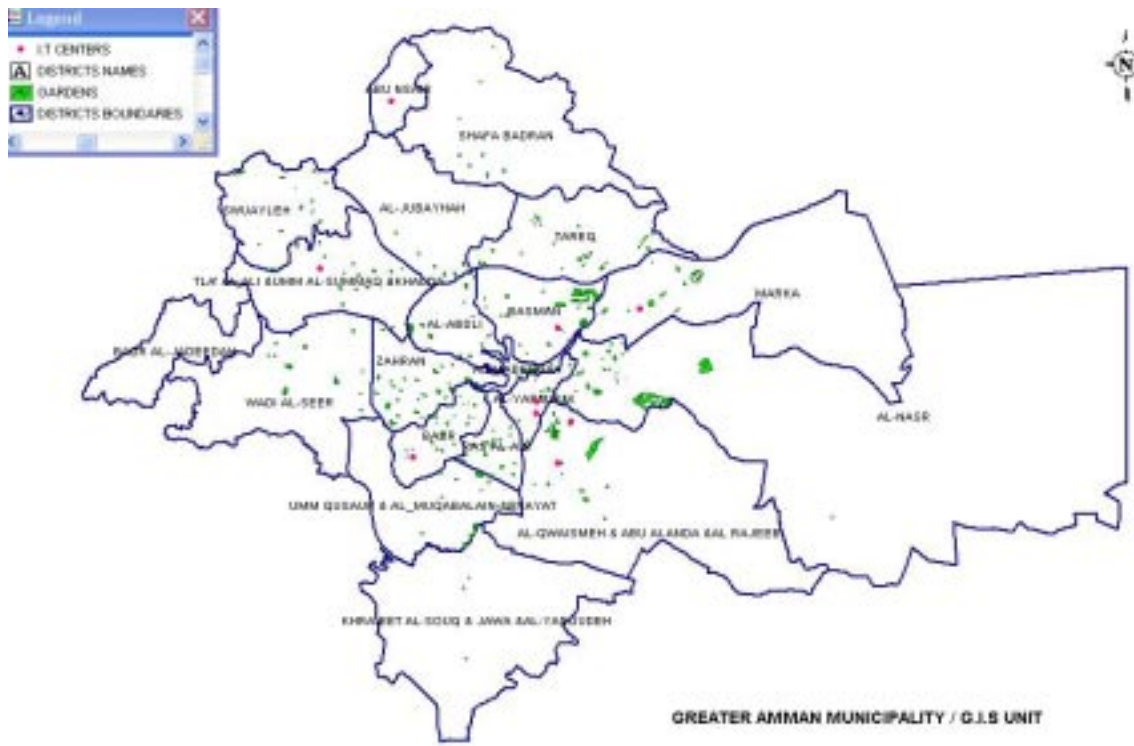


Annual Users of IT Centers



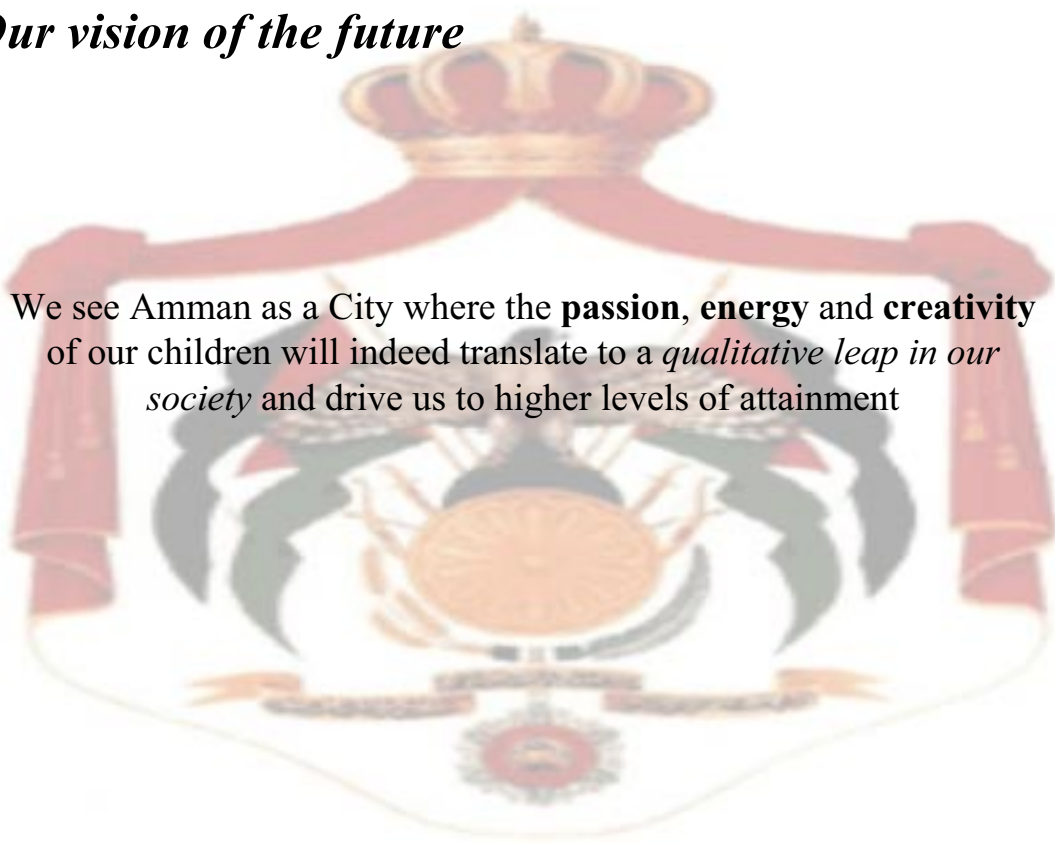
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Today



Our vision of the future

We see Amman as a City where the **passion, energy and creativity** of our children will indeed translate to a *qualitative leap in our society* and drive us to higher levels of attainment



Children and the Mediterranean

7-9 January 2004
(Genoa)

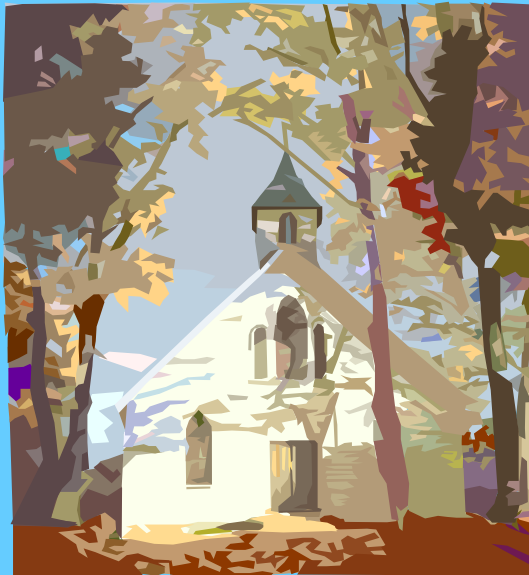
Elie MEKHAEL
PHD in Public Health
Secretary General of the
Higher Council For Childhood -
Lebanon

Projects of the Higher Council for Childhood Lebanon (HCCL) since Amman Conference

- I- Introduction
- II- Children's participation
- III- Early Child Care for Development (ECD)
- IV- Child Labor
- V- Child Info

I- Introduction

Municipality and children issues



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Why?

Added Value:

- ⇓ More flexible
- ⇓ More understanding of the reality: needs, obstacles, aspirations
- ⇓ Rich potential (new resources)
- ⇓ Social dynamic (partnership, proximity...)
- ⇓ More pertinence, efficiency (community based programs)
- ⇓ Rapid interventions

How?

Conditions:

- E Law, decentralized policies and structures
- E Structures (intrinsic)
- E Personnel (trained, specialized ...)
- E Civil society and community willingness

Where? (I)

Health:

- y Primary Health Care (Prevention, education, health in school, MCP...)
- y Healthy Environment (water, pollution, accidents...)
- y Monitoring and evaluation of day care centers
- y ECD (parental education)

Where? (II)

Education:

- £ ECD
- £ Drop out: support interventions
- £ Clubs: environment, health, citizenship, child rights...
- £ Literacy programs
- £ School and vocational orientation
- £ Assistance

Where? (III)

Culture:

- ✕ Exhibition, competitions
- ✕ Public Library
- ✕ Cultural center and sport activities
- ✕ Playground / spaces
- ✕ Summer day care
- ✕ Touristic visits
- ✕ Scientific museum
- ✕ Local newsletter

Where? (IV)

Social Protection:

- u Child Labor (vocational training – literacy training, rehabilitation, orientation, education general public, controlling work conditions...)
- u Delinquency: prevention (club, education, centers...), family support
- u Social researches, subventions
- u Observatory, mediator, orientation (violence)
- u Police trained on how to deal with children issues

Where? (V)

Participation:

- %o Clubs
- %o Children's municipalities
- %o Committee (volunteers)

Promoting child rights:

- > Awareness campaigns
- > Celebration special children occasion
- > Local media

Where? (VI)



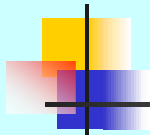
Coordination:

- ¾ Partnership: NGO's, parents, children, private sector, government structures
- ¾ Collecting data
- ¾ Networking with other municipalities (in the country and worldwide)
- ¾ Special social structures: committee, social workers, well trained police

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II- Children's participation



II- Children's participation

Background:

- ⇓ 1996: children parliament (HCCL)
- ⇓ 1999: children municipalities
- ⇓ 2001: children government
- ⇓ 2003: children's participation in the preparation of the periodic report to the CRC:

Objectives

- £ To assess their needs and aspirations
- £ To allow children (from 12 – 18 years) to express themselves on issues related to their daily lives: programs – services – strategies...
- £ To elect children / youth that have good skills in communication and good knowledge in CRC (for the parliament)

II- Children's participation

Methodology:

- 4 6 regional forums
- 4 For every forum: coordinator and committee composed of NGO representatives

Partners:

Schools, institutions, associations, municipalities, centers of the Ministry of Social affairs, media, private sector and
Children

II- Children's participation

Facilitators:

The Higher Council for Childhood (HCCL) + 6 regional coordinators +NGOs

Time frame:

• *August-September 2003: Preparation*

- U Setting objectives
- U Discussing methodology
- U Documentation on the animation methods
- U Criteria of selection
- U Transforming the guidelines into ideas understood by children
- U Pilot

II- Children's participation

© *October 2003: 1st phase: Mount-Lebanon*

v Children's committee (15 children for each committee) from :

- 1- Schools
- 2- Insitutions
- 3- Children with special needs
- 4- Juvenile delinquency
- 5- Child Labor
- 6- Refugees

II- Children's participation

© *October 2003: Opening*

- N Explanation of the objectives
- N division into 6 workshops
- N Duration: 4 hours
- N 2 animators for each committee, trained on CRC and animation methods
- N Different methods: simulation – playrole – brainstorming
- N Distribution of documentation related to children rights
- N At the end, children elect their representatives (3 for each committee)

II- Children's participation



- 3 representatives Δ 6 committees = 18 children
- N They will represent their colleagues at the National parliament
- N Evaluation as a permanent process: in situ and at the end of each regional forum

- ☉ *November 2003: 2nd Phase: Bekaa*
- ☉ *December 2003: 3rd Phase: North*
- ☉ *January (3) 2003: 4th Phase: Beirut*
- ☉ *January (21) 2004: 5th Phase: South*
- ☉ *January (28) 2004: 6th Phase: Nabatieh*

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II- Children's participation



- ☉ *March 2004: Children Parliament (128 children will discuss their concerns and needs with decision-makers)*
- ☉ *June 2004: A booklet is expected to be issued and disseminated to the wide public*

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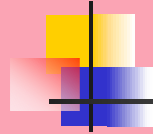
III- Early Child Care for Development (ECD)



Objectives

- ˆ Improve the quality of ECD services in the public sector and among the NGOs
- ˆ Provide knowledge and good practices on ECD for families

III- Early Child Care for Development (ECD)



Beneficiaries:

Children – Mothers – Families – Local societies – Social workers

Partners:

- 4 The Higher Council for Childhood: HCCL
- 4 Ministry of Social Affairs: MOSA
- 4 Ministry of Health: MOH
- 4 Ministry of Education: MOE
- 4 UNICEF
- 4 UNESCO
- 4 Municipalities
- 4 NGO's

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Steps realized by the HCCL until January 2004



- Assessment of ECD services in the 18 selected areas:
 - Baseline data on ECD services
 - Baseline data on knowledge, attitude and behavior of parents on ECD practices
- Conduct a training workshop entitled "child nutrition in the first 3 years of life"
- Pre-testing and production of training material on **play**
- Continuous monitoring and evaluation system for the PEP
- Providing equipments for day care centers according to standards
- In 2003, PEP 0 to 6 years reaches 500 parents

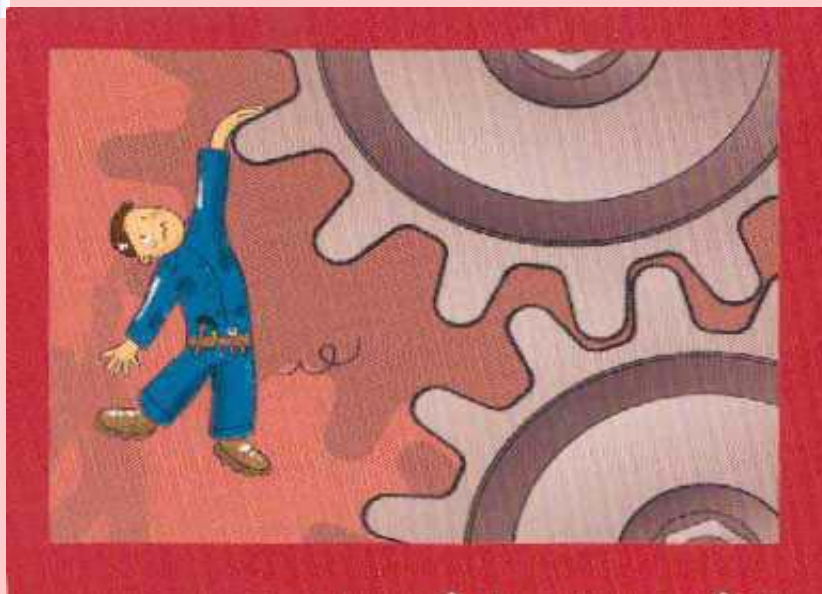
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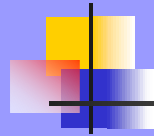
Future steps (during 2004)

- U Training of 25 animators from NGO's to work with families
- U ECD activities for children 3 to 5 years who are not enrolled in any kindergarten and their parents
- U PEP reaches at least 2000 parents

IV- Child Labor



Objectives

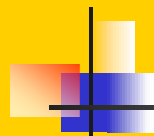


- Û Support the national efforts in setting a strategy and a Plan of Action to prevent child labor for children below the age of 14 and to protect the worst forms of child labor above the age 14.
- Û Provide an accelerated vocational training and life skills training to 500 children
- Û Support NGO's to complete the literacy of 500 children

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IV- Child Labor



Partners:

MOSA, NGO's, Municipalities, UNICEF, ILO, MOL, MOE

Activities during 2003:

- Rapid assessment survey on child labor and dissemination of its results
- Printing special material (functional literacy manual) for children (10-18 years)
- Training of trainers from NGOs and MOSA on the functional literacy manual
- Implementation of educational classes for 500 children in 9 regions
- Accelerated vocational training of 500 children (life skills, health, rights...)
- Rehabilitation of 12 public schools with equipments and educational tools.

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IV- Child Labor



Future activities (2004):

- > Ensuring the adoption of a new strategy and an NPA that addresses child labor (14-18 years)
- > Increasing the number of children trained on accelerated vocational training (500 additional children)
- > Increasing the number of children (4-18 years) trained on literacy (500 additional children)

V- Child Info



Database Administration.Ink

Objective

Provide a database on the status of children to monitor and evaluate the implementation of the CRC

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V- Child Info

Partners:

HCCL, UNICEF, Ministries

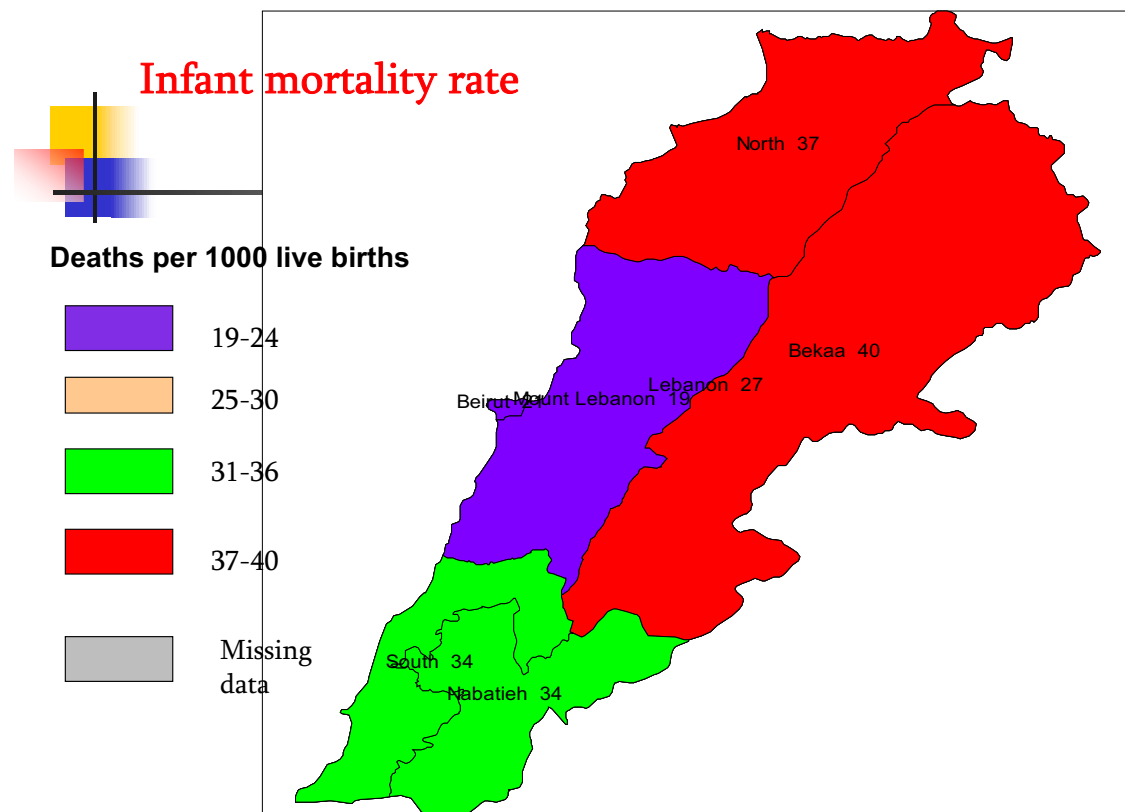
Activities during 2003:

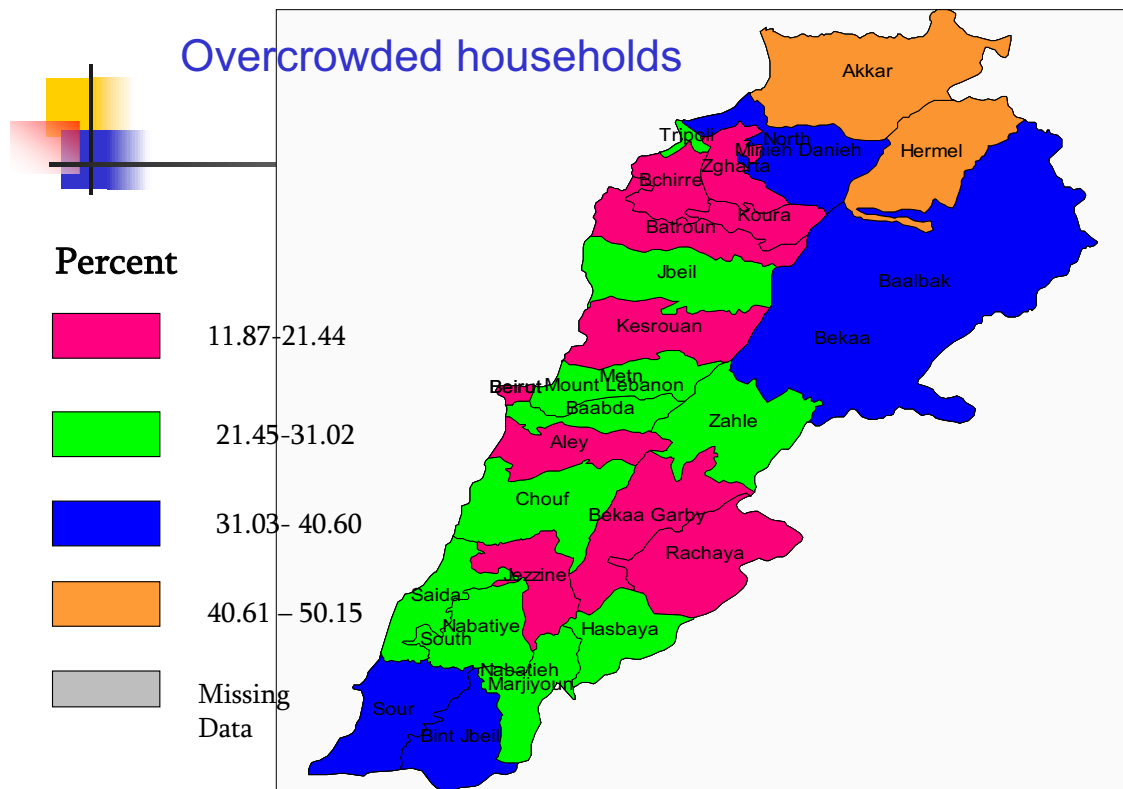
- 4 Technical committee to follow up
- 4 Equipment (server + computers)
- 4 Training for the core team on data entry and use of child Info
- 4 Entry of indicators (100 sheets, maps...)
- 4 Use of Child Info for the CRC periodic report

V- Child Info

Future activities:

- > Extend the use of Child Info (Dev Info)
- > Use for national children database
- > Extend the number of entered indicators to 273 (all areas of CRC)
- > Use of Child Info to set up a NPA for children







The Growing Up in Cities Project MENA Region Action Programme



Presentation Outline

- Project Background
- Approach and Methods
- MENA Workshops
- Next Steps

The Growing Up in Cities Project

Project Background

The Growing Up in Cities Project is...

- › A participatory action research project focused on:
 - ∅ Research *with* children 10-14 years old
(bridge between childhood and adolescence)
 - ∅ Documenting the **places** where children live
 - ∅ **Neighbourhoods** with **low material resources** (not necessarily “poor” in spirit or culture)
 - ∅ Research that leads to **action**, not just reports
 - ∅ Identifying **priorities** for change
 - ∅ Partnering with **institutions** that can make change happen
- › A **grassroots** initiative with **global** dimensions

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Go "Glocal"

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International Framework
CRC / Agenda 21 / MOST / Habitat II



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GUIC Project Network

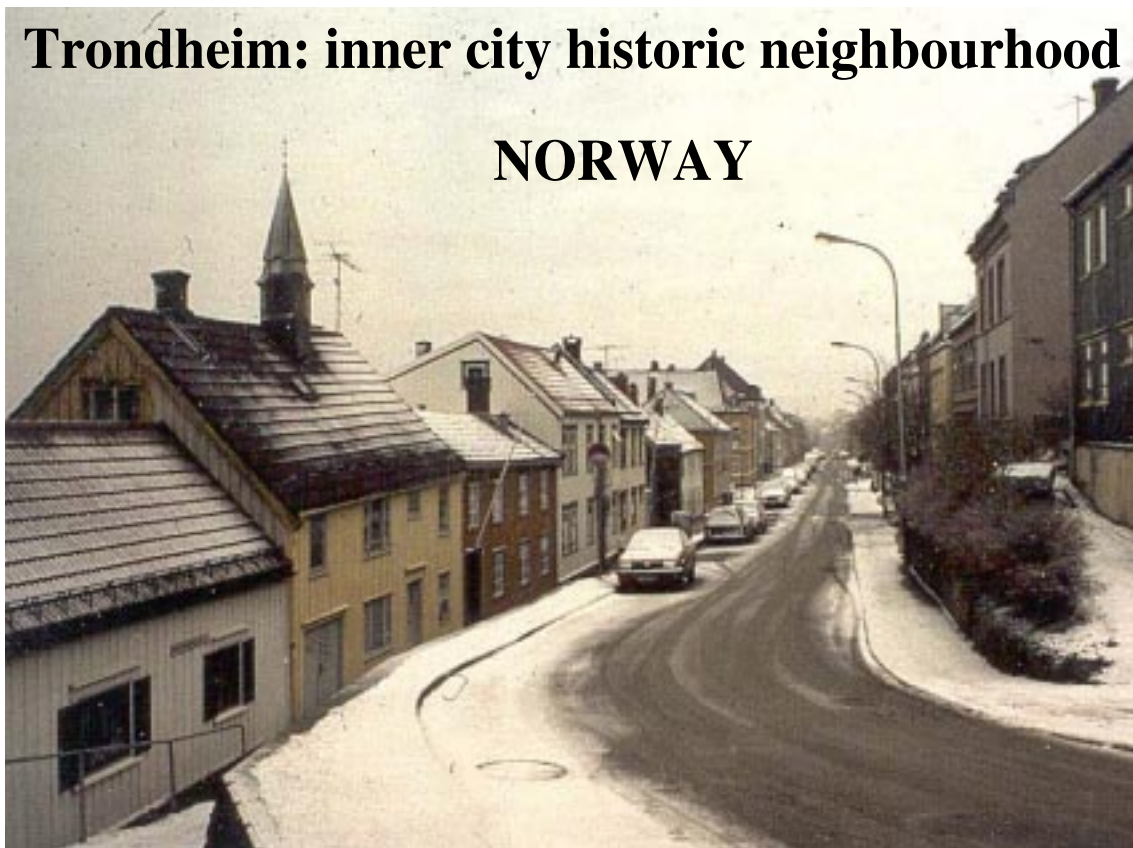


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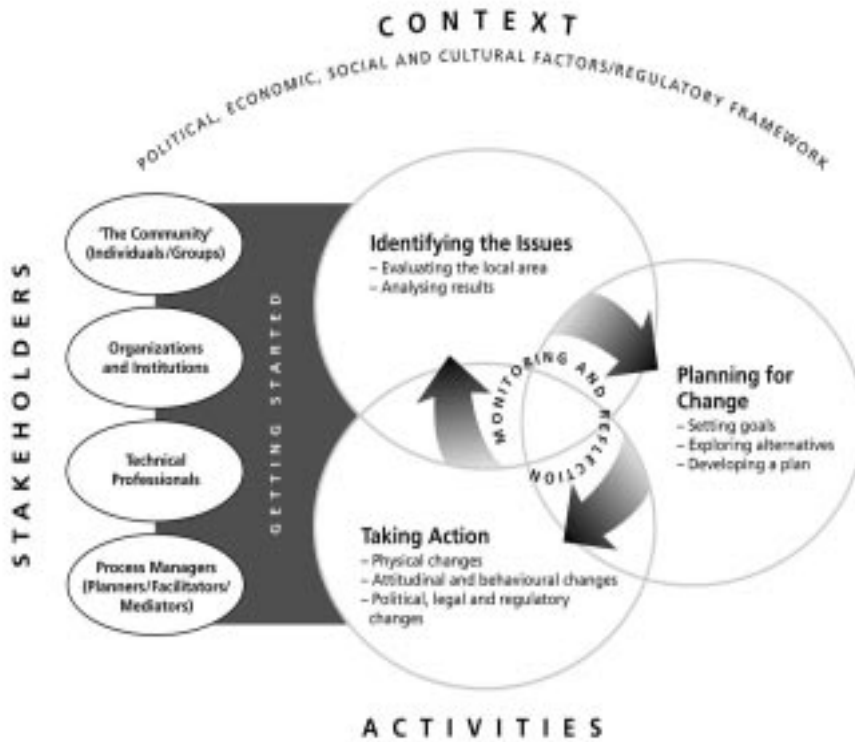
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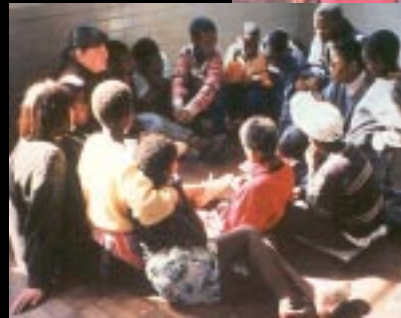
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Approach and Methods



Identifying the Issues

- › Outreach / rapport building
- › Drawings of the local area
- › Individual interviews
- › Walking tours
- › Child-taken photographs
- › Small group discussions



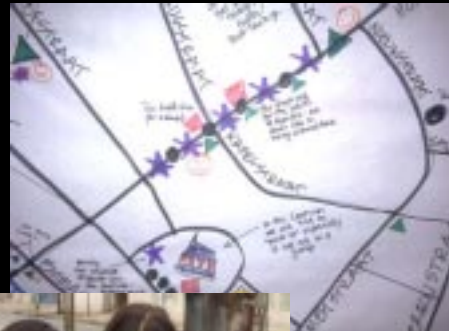
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Planning for Change

- › Group data analysis
- › Further research and data collection
- › Tours of other places
- › Community activities



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Taking Action...

- › To improve the local area
- › To educate and change attitudes
- › To change policies and institutions



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MENA Regional Workshops

Creating City Teams

Team Composition. Three or four persons from municipality, university, and community-based NGO.

Experience and Qualifications. Highly motivated individuals, dedicated to making child-friendly cities.

Responsibilities. Participate in 15-month programme to implement a participatory action-research project with children and youth.

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Interdisciplinary Team Members

- › Municipal officials
- › Urban planners
- › Architects
- › Environmental educators
- › Community organizers/activists
- › Development professionals
- › Social science researchers
- › Child and urban development researchers
- › Child advocates
- › Etc.

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Three Workshops

Workshop 1: A Framework for Action (October 2003)

Creating a GUIC project. Understanding key concepts. Building team solidarity. Working with young people.

Workshop 2: Methods Training (Early 2004)

Hands-on methods training. Site-specific, action projects. Documenting and analyzing results.

Workshop 3: Research into Action (Late 2004)

Sharing and disseminating results; taking action and influencing policy.

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Next Steps

- › Further City Team planning, organizing and fundraising; ongoing communication and networking
- › Launching of pilot projects
- › Second workshop in early 2004 for hands-on methods training and site support
- › Third workshop in late 2004 to share and analyze initial results and prepare community actions

The Growing Up in Cities Project

For more information

visit the project website

www.unesco.org/most/growing.htm

or contact David Driskell

dd96@cornell.edu

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*Questscope for Social
Development*

*Ministry Of Social
Development*

*In The Hashemite Kingdom Of
Jordan*

**Assessing Mentoring as an Approach to Restoring Youth Competence:
A Prospective Study of Impact and Life Changes
in Disadvantaged Arab/Jordanian Children**

January 2004

POPULATION FACTS

Total Population 2002	5,182,000
66% Under 25	3,420,120
44% Under 18	2,300,000

Population doubled since 1980, and will double again by 2020

Jordan ranks 7th in the world for children and youth in 10-24 age bracket

Percent of unemployed under age 25	60%
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Over the past decade,	economic growth averaged 3% population growth averaged 3%
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Estimated number of children living in families in poverty (US\$1.00 per day per person)	390,000
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Factors creating personal vulnerability (risk factors)

1. working at an early age, disrupting formal education;
2. arrested and/or in custody for breaking the law;
3. family income poverty;
4. personal abuse – either violent verbal, physical or sexual abuse;
5. addictive substances (usually cheap volatile substances);
6. gangs as surrogate families (for males):
7. intense personal isolation (for females);
8. dysfunctional family relationships.

Participants (males 10-18, females 14-24) from 4 areas of Jordan:

33% from Sefeh Nuzha site in Amman (males) -
a densely populated, low-income site near Hussein refugee camp

32% from the Shahid Wasfi Tell Center -
a government home for males
- unwanted/abandoned, illegitimate and orphaned

17% from Irbid in northern Jordan (males)-
low-income refugee households or rural-to-urban migrant families

18% from Ghweiriyah area of Zarqa, north of Amman (females) -
low-income refugee households or rural-to-urban migrant families

Age & gender of completers (post-test) as percent of participants (pre-test)

Age Range	Males & Females			Males			Females		
	Pre-test		Post-test	Pre-test		Post-test	Pre-test		Post-test
	#	#	%	#	#	%	#	#	%
11 to 13	35	23	66%	33	21	64%	2	2	100%
14 to 16	131	86	66%	124	79	64%	7	7	100%
17 – 24	52	37	71%	21	9	43%	31	28	90%
Total	218	146	67%	178	109	61%	40	37	93%

Mentoring is a developmental approach that focuses on roles and relationships as key to **upholding the rights** of children and youth.

The United Nations Convention on the Rights of the Child affirms that children everywhere “have **the right to survival**, to develop to the fullest; **to protection** from harmful influences, abuse and exploitation; and **to participate** fully in family, cultural and social life.”

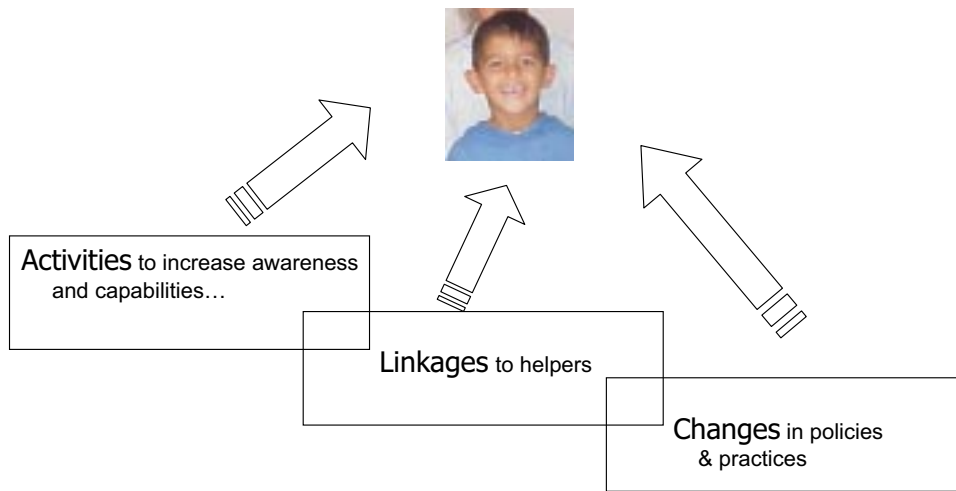
“Passive rights:”

food, clothing, shelter, education....

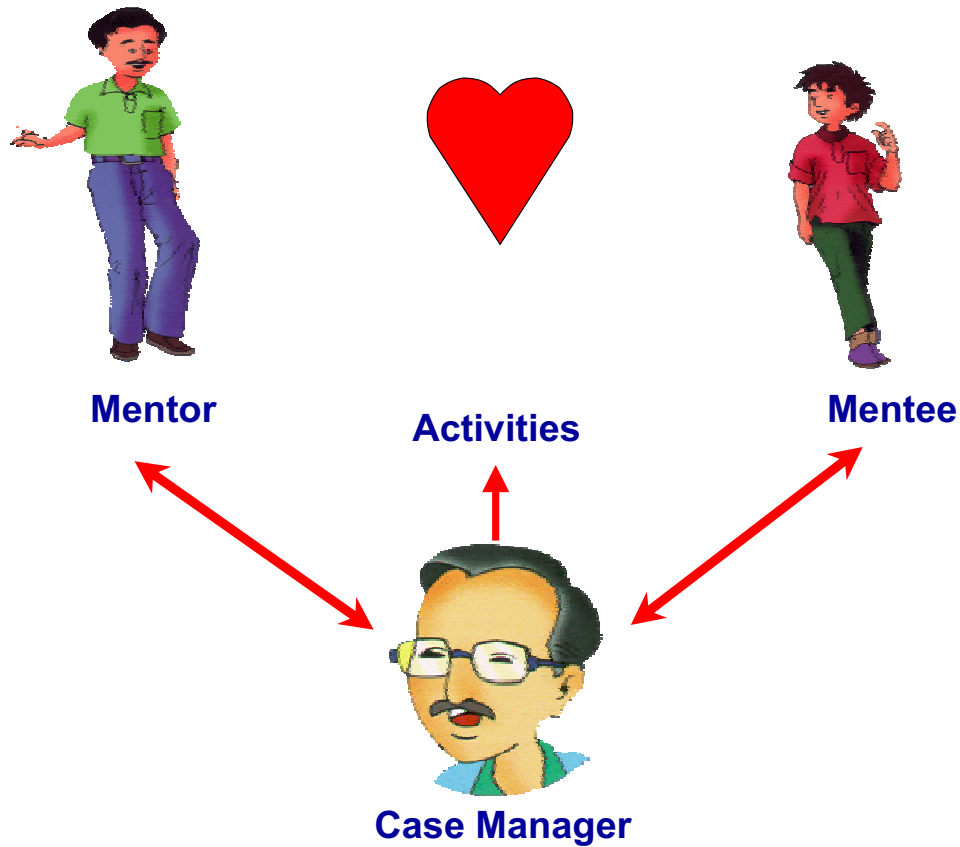
“Active rights:”

relationships, recreation, personal growth, participation as respected members of families, communities, countries....

The Mentoring Program recognizes that for children to enjoy these rights,
we should reconstruct a **pro-social environment** with the young person
(instead of an anti-social environment)
to enable him or her to **experience the meaning** of these rights.



The desired **impact** of mentoring is a change in the role of the young person
In his or her experience
In the experience of those around him or her
In responses that **affirm** those new roles



Assessment Framework: Domains and classification categories

Domain	High	Mid	Low
Socially Adaptive Behavior	knowledge & skills to establish & maintain relationships	Lack of knowledge & skills to establish & maintain relationships	Little or no skills & knowledge to establish & maintain relationships
Cognitive Skills for Problem Solving	Able to solve personal problems	Able to solve problems with some assistance	Unable to solve problems
Self-concept & emotional stability	Realistic understanding of self concept & emotional stability	Lack of understanding of self-concept & emotional response	Unrealistic self-concept & emotionally unstable
Vocational maturity	Knowledge of options & some skill & experience	Information but no skills or some skills but no information	No information of options, no skills, no experience
Tobacco use: self-reported smoking	Non-smoker	Sometime smoker	Committed smoker
Substance abuse: volatile substances &/or self-medication	Does not abuse substances of self-medicate	Experimented with substances or intermittent self-medication	Chronic user of substances or self-medication
Sexual vulnerability indicative of potential risk	No characteristics of inappropriate sexual experiences		Characteristics of inappropriate sexual experiences

Changes in pre- and post-test results in domains for all participants

Domain	Group	"Pre-Test" Percentages			"Post-Test" Percentages		
		High	Mid	Low	High	Mid	Low
Socially Adaptive Behavior	All	7	73	20	17	60	23
	Male	6	70	24	8	68	24
	Female	8	84	8	43	35	22
Cognitive Skills for Problem Solving	All	4	75	21	26	51	23
	Male	5	74	21	18	60	22
	Female	3	78	19	49	24	27
Self-concept and emotional development	All	1	70	29	30	47	23
	Male	1	66	33	24	55	21
	Female	0	81	19	46	24	30
Vocational Maturity	All	6	66	28	28	49	23
	Male	5	67	28	24	55	21
	Female	8	65	27	40	30	30
Tobacco use: smoking	All	57	3	40	55	7	38
	Male	42	4	54	39	9	52
	Female	100	0	0	100	0	0
Substance abuse: volatile substances &/or self-medication	All	3	7	90	42	7	51
	Male	3	6	91	40	9	51
	Female	3	11	86	49	0	51
Sexual vulnerability indicative of potential risk	All	47		53	52		48
	Male	38		62	42		58
	Female	73		27	81		19

* significant by paired sample t test on means (p<0.05)

Significant changes in domains in post-test results by selected criteria

Domains	5 or less Plans	5 or less months	Family Size	Father Education	Father Age	Mother Education	Participant Education	Participant Age	Gender
Socially Adaptive Behavior	Effect	Effect			>50	Elem	Secondary	17-24	Females
Cognitive Skills for Problem Solving	Effect	Effect	Any	Elem	Any No	Elem Illiterate	Elem	14-24	Both
Self-concept & emotional stability	Effect	Effect	Any	Elem Illiterate	Any No	Any Illiterate No	Any	Any	Both
Vocational maturity	Effect	Effect	>6	Elem	>50 No	Elem Illiterate	Any	14-24	Both
Tobacco use: self-reported smoking									
Substance abuse: volatile substances &/or self-medication	Effect	Effect	Any No	Elem Illiterate	Any No	Elem Illiterate No	Any	Any	Both
Sexual vulnerability indicative of potential risk									

Conclusions 1

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Mentoring is a life-changing experience

improving access to assistance

validating of roles and rights of previously isolated, individuals

making contributions to themselves, families and society

A mentor provides a model of life and behavior that is open, attractive and purposeful

Sequential, progressive, and individualised plans with a means of measuring progress was embedded in the system of mentoring

Information data-base provides a means of identifying trends and outcomes

Families are transformed by achievements and self-confidence of a previously denigrated member

Conclusions 2

Restoration of hope is a turning point

Hope creates essential drive for reconciliation

Skills set in motion creative interaction (involving confrontation and conciliation)

Hope and skills enable movement

from self-destructive strategies to personal growth strategies

Communities and institutions move from sympathy to empathy

Sympathy is limited to providing help to a disadvantaged individual, who remains in a passive role.

Empathy recognises the feelings of the individual and that his or her role must be active, affirmed and effective within existing systems and relationship structures to achieve personal aims

Mentoring is appropriate for nationwide programmes that involve highly motivated volunteers in effective social action