



Final Evaluation

**Project: Restoring the Socio-Academic Functioning of
Palestinian Children Suffering from Socio-Academic
Dysfunction Associated with the Ongoing Political
Violence”**

Contractor:

ABC Consulting

Contracting Authority:

Teacher Creativity Center (TCC)

Project Donor:

The government of the Grand Duchy of Luxembourg

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This report:

In the last decade, the Teacher Creativity Center has become a unique national source of information related to the right of Palestine's children and youth to quality education, as well as information on the best mechanisms, strategies and practises followed either to promote this right or to reduce the hindrances to its fulfilment. This fact is best manifested in the quantum and quality of publications, researches and reports the center has produced since then in response to the needs of our children, parents, caregivers and teachers in this field. This evaluation report, which details the achievements, successes and lessons learnt of a 19-month project titled: "Restoring the Socio-Academic Functioning of Palestinian Children Suffering from Socio-Academic Dysfunction Associated with the Ongoing Political Violence", constitutes a significant addition to the center's effort in this field, taking into consideration that the aforementioned project was implemented by TCC in Jerusalem during 2017 and 2018, with generous support from the Government of the Grand Duchy of Luxembourg.

Evaluator: ABC Consulting
Ramallah Tower, 2nd floor
Opposite to Ramallah Public Library
Al-Nuzha St. Ramallah Palestine
Telefax: 0097022973779

This evaluation is a production of Teacher Creativity Center

For further details please contact:
Teacher Creativity Center TCC
Tel: 0097022959960 , Fax: 0097022966481
E-mail: tcc@teachercc.org

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Acronyms

TCC	Teacher Creative Center
MOEHE	Ministry of Education and Higher Education
TOT	Training of Teachers Trainers
PTSD	Post-traumatic stress Disorder
EMP	Education Monitor of Palestine
JTP	Jerusalemite Teacher Protocol
FDGs	Focus Group Discussion
IFRC	International Federation of Red Cross and Red Crescent Societies
SEL	Socio-Emotional Learning



1. Introduction

Associates in Building Capacity (ABC Consulting) has been contracted to undertake final evaluation of the project “Restoring the socio-academic functioning of Palestinian children suffering from socio-academic dysfunction associated with the ongoing Political Violence” implemented by Teacher Creativity Center (TCC) and funded by The government of the Grand Duchy of Luxembourg. The project, which began in 2017, is scheduled to conclude in 2018 and is being implemented in East Jerusalem.

1.1 Primary Intended Users

The following stakeholders have been deemed the primary intended users of this final evaluation study, with the aspects of the study that will be of most use to each stakeholder indicated in the table below.

Table 1: Primary Intended Users

Primary Intended User	Aspects of Evaluation Study to be most used
TCC Management Entire report	Entire report
Project Staff	Entire report
Grand Duchy of Luxembourg	Key Findings and Recommendations
MoEHE - Jerusalem Directorate	Key Findings and Recommendations

1.2 Scope of Work

The evaluation has focused on the results achieved and on the processes followed or established in order to answer the following evaluation questions and indicators based on OECD DAC criteria. All indicators presented below have been translated into understandable, accessible question sets.

1.2.1 Relevance

- ▶ Has the project responded to the needs of Jerusalemite children suffering from low socio-academic achievements due to the socio-emotional learning challenges they face within the context of the ongoing political conflict in Jerusalem and Palestine?
- ▶ Have the socio-emotional learning theory and providing children with the socio-emotional learning skills contributed to improving their socio-





academic performance?

Has the provision of these skills for children reinforced their belief in Human Rights & International Law, social justice, cultural diversity and respect for other nations and groups, peaceful conflict resolution, dialogue and global citizenship values?

- ▶ Has the project bridged the capacity gap of Jerusalemite teachers in terms of using the socio-emotional learning theory in improving children socio-academic functioning?
- ▶ Do the capacity building resources created by the project meet the needs of Jerusalemite teachers and contribute to mutual learning and capacity building?
- ▶ Has the project been capable of mobilizing communities and parents and receiving their support?
- ▶ Is the project in line with the international development priorities of the Government of the Grand Duchy of Luxembourg?

1.2.2 Effectiveness

- ▶ To what extent have the project activities contributed to the project's specific objectives?
- ▶ To what extent have the project activities contributed to the project's expected outcomes?

1.2.3 Efficiency

- ▶ What are the qualitative and quantitative outputs achieved in relation to the inputs?
- ▶ What were the different approaches used and which were most efficient?
- ▶ What are immediate outcomes of the training and non-training activities?
- ▶ What was the quality of supervision and coordination of project staff?
- ▶ Were the training and other project activities completed according to plan?
- ▶ What was the quality and extent of written agreements for multi-sectoral coordination?
- ▶ Were supervision activities undertaken according to schedule?



1.2.4 Impact

- ▶ To what extent has the project influenced the policies of the Ministry of Education in relation to the socio-emotional learning theory?
- ▶ To what extent has the project influenced teachers' attitudes regarding the socio-emotional learning theory, children rights, Child-centered approach to learning, justice and inclusion of children with disabilities?

1.2.5 Sustainability

- ▶ What are the elements of sustainability in the project?
- ▶ What have been the challenges faced by the project and how did the project overcome these challenges?
- ▶ To what extent has the project contributed to the creation of sustainable learning and capacity building resources for Jerusalemite teachers?
- ▶ Is this project applicable and needed in other areas of West Bank and Gaza Strip?

1.3 Project Overview

The project general objective seeks to contribute to quality education outcomes in 39 governmental "Al-Awqaf" schools in East Jerusalem through the achievement of two specific objectives which are: 1) Enhancing the capacity development and learning among Jerusalemite teachers by making use of their own creative potential in terms of best practises related to cognitive and socio-emotional learning outcomes and 2) restoring the normal socio-academic performance of 600 Jerusalemite children "in the 2nd - 6th grades" suffering from socio-academic dysfunction associated with cognitive and socio-emotional learning challenges. The following are the expected Outcomes of the project:

Outcomes 1: Identification of best Jerusalemite teachers' initiatives related to the promotion of cognitive and socio-emotional learning outcomes among Jerusalemite children.

Outcomes 2: Creation of permanent resources of knowledge, capacity building and skills development for Jerusalemite teachers in terms of promoting cognitive and socio-emotional learning outcomes among Jerusalemite children.

Outcomes 3: Reduced cognitive and socio-emotional learning challenges "including psychological symptoms associated with political violence like





PTSD, major depression and anxiety” of 600 affected school children from East Jerusalem.

Outcomes 4: Built the knowledge of parents of school students and school community committees in utilizing intervention strategies to identify and overcome types of cognitive and socio-emotional learning challenges of their children.

In order to achieve these outcomes and objectives, the project targeted 131 teachers (16 through a TOT and another 115 teachers through school-based trainings), nearly 600 caregivers (mothers and sisters), and nearly 600 students in 39 schools in East Jerusalem. Various activities were conducted to achieve the set of objectives of the project.

In contribution to Outcomes 1 and 2, there was a screening of the educational cadres in 39 governmental schools in East Jerusalem to select 15 teachers “Later they became 16” with best practices and initiatives that had previously been implemented to promote socio-emotional learning outcomes in east Jerusalem.

Following, a 28-hour TOT training for the 16 selected teachers was organized to the end of empowering them to provide training sessions for other teachers in the fields of 1) elements of quality education; 2) 2030 agenda for sustainable development (with a focus on SDG4); 3) socially-responsible education; 4) socio-emotional learning challenges in Jerusalem and 5) socio-emotional learning skills and SEL theory. The 5th training day of this training was devoted to developing the 1st draft of the Jerusalemite Teacher Protocol. Trainers, jointly with education experts from the MoEHE and TCC, introduced trainees to the primary content of this Protocol. Participating teachers gave their suggestions, feedbacks and contributions then.

Then, there were 16 training courses for capacity development of another 115 teachers from the 39 target schools. These courses started on the 4th of December 2017 and ended on the 5th of February 2018. Each training course consisted of 3 training sessions, and each session consisted of 3 training hours, which means that each teacher benefited from 9 training hours. All these trainings were provided by the 16 TOT teachers. Through these trainings, the 115 teachers were also introduced to socio-emotional learning challenges, SEL theory and socio-emotional learning skills.



Moving on to the development of the final draft of the Jerusalemite Teacher Protocol (JTP), which is expected to act as guidance for Jerusalemite teachers in terms of promoting cognitive and socio-emotional learning outcomes, the project dedicated the last training day of the TOT training as well as parts of the last training days of the 16 trainings that were provided at school settings to get the feedbacks of the 131 teacher trainees on the content of the Jerusalemite Teacher Protocol. Following, trainers, jointly with experts from the MoEHE and TCC, worked on developing the final draft of the Jerusalemite Teacher Protocol, which included standards, principles, best practises, teaching methodologies and tools that serve to promote cognitive and socio-emotional learning outcomes among Jerusalemite children.

The third resource of capacity development and mutual learning for Jerusalemite teachers under this action was the establishment of the SEL Teachers e-Forum.

Over the last 10 months of the project's implementation period, classteachers who have been targeted in this project could launch more than 25 initiatives to the end of overcoming the socio-emotional learning challenges faced by Jerusalemite children within the ongoing political circumstances in Jerusalem. Targeting hundreds of Jerusalemite children experiencing low academic achievements resulting from the socio-emotional learning challenges, these initiatives were nothing but extracurricular programs that made use of the concepts, knowledge and skills provided for the 131 teachers through the training courses that were organized within the framework of this project. Teachers' initiatives could achieve great impact on target children and led to noticeable improvements in their socio-academic performances. The SEL Teachers e-Forum will act as a database for these initiatives and other initiatives that will be implemented in the future. This means that teachers' initiatives (their goals, objectives, target audiences, activities and impacts) will continuously be entered to the e-forum in a manner that ensures full access of other Palestinian teachers to these initiatives. Teachers desiring to implement new initiatives will be able to enter their initiatives to this e-forum as well. TCC is going to review these initiatives, comment on them and approve them through the e-forum. On the other hand, the proposed e-forum will act as an effective tool to organize webinars and on-line training courses for teachers from WB, Jerusalem and Gaza Strip. Furthermore, the e-forum will be used by TCC as an efficient need assessment tool. This means that the e-forum will provide a space for





teachers to explain their capacity development needs. Through this e-forum, teachers will be able to meet, discuss their interest and exchange knowledge and experiences. The e-forum is accessible through an effective and easy-to-use mobile application. As for the Education Monitor of Palestine (EMP), it hasn't been implemented. This was due to the lack of funding resources as it is TCC's contribution to the project's budget.

The final stage for the achievement of outcomes 1 & 2 will be the design and production of 500 copies of the Jerusalemite Teacher Protocol. During the preparation of this report, TCC has contracted a local company (Al-Nasher) to design and produce the protocol. Produced copies will be distributed among Jerusalemite teachers and schools. However, it's expected that this protocol will also benefit other classteachers from West Bank and Gaza Strip, as TCC plans to transfer this experience to other groups of teachers in West Bank and Gaza Strip through a second phase of the project.

The achievement of outcomes 3 and 4 ran over five phases of the project's implementation: 1) Screening the target schools to identify the weakest children in terms of socio-academic performance associated with socio-emotional learning challenges; 2) Preparation of the students' cognitive and socio-emotional intervention plans; 3) Launching extracurricular programs and initiatives to the end of equipping identified children with socio-emotional learning skills (*Some teachers chose to apply SEL theory & skills at class level*); 4) The organization of 20 raising awareness workshops for 180 Jerusalemite caregivers (Mothers or sisters) in the field of SEL theory and socio-emotional learning skills and 5) The organization of 20 Psycho-education workshops for nearly 600 Jerusalemite caregivers (*This number includes the 180 caregivers targeted through the raising awareness workshops*). Phase 1, 2 and 3 were carried out by teachers who received the TOT training and the training courses at school settings, whereas phases 4 and 5 were implemented by external experts.

After the development of intervention plans for Jerusalemite children with weak socio-academic performance due to socio-emotional learning challenges (Like divorce, home violence, GBV, sexual abuse, addiction, arrest and poverty), 25 extracurricular programs (initiatives) were launched by 25 teachers to the end of equipping 600 children with socio-emotional learning skills. Socio-emotional learning skills are



internationally-recognised as an effective tool to overcome socio-emotional learning challenges. 19 of these initiatives were implemented during the months of March, April and May of 2018, while 6 were implemented during the summer of 2018. Another 42 classteachers (From those who received the trainings) decided to apply the SEL theory and socio-emotional learning skills at class level, targeting by that nearly 1200 students. Socio-emotional skills “like problem-solving, decision-making, teamwork, communication, social awareness, self-regulation, self-efficacy and perseverance” were the major focus skills of these initiatives. These skills were enhanced in students through the completion of specific activities and tasks and were applied with children individually and in small groups. Drama, arts and crafts, sports, story-telling, creative writing and thinking, amateur debating and educational games were used during these classes as a means for enhanced socio-emotional learning skills. Each initiative consisted of 8-12 meetings.

In the 4th phase, 20 raising awareness workshops for 180 mothers and sisters of children targeted in this project were organized in 10 governmental schools in Jerusalem during the months of February and March 2018. In these workshops mothers and sisters were trained on how to identify and cope with effects of cognitive and socio-emotional learning challenges on their children including effects of fear, avoidance, anxiety, psychological stressors, PTSD, mental dispersion and behavioral problems like aggressiveness.

The fifth and the last phase was the organization of 20 Psycho-education workshops for 600 Jerusalemite mothers on creating understanding on some basic concepts such as: ‘psychosocial’; stress and trauma; coping and resilience; impact of violence, as well as the role of parents to support children. Through these workshops, target caregivers were also introduced to specific coping mechanisms for specific symptoms like nightmares, obsessive-compulsive disorder and bedwetting.





2. Methodology

The final evaluation was conducted through a participatory and mixed-method approach. The methodology was sensitive to the needs and constraints of different stakeholders, protecting them from potential risk, encouraging truthful and transparent responses, and ensuring confidentiality. Both qualitative and quantitative data were collected through a number of tools, including surveys, key informant interviews, focus group discussions, and an in-depth desk review.

While the team consulted extensively with different stakeholders, it has weighed their comments in light of their stake in the project. The evaluation team has, to the extent possible, triangulated all findings. Data and information from different sources, collected by different methods, and from different viewpoints, have been compared to verify findings.

2.1 Field Work

In all activities of data collection, the participant was informed of the contractor's purpose in doing this evaluation and was ensured that participation was voluntary and could be stopped at any time in the process of data collection.

2.1.1 Desk Study

The evaluation team reviewed program documents, the project proposal and M&E plans, in addition to secondary sources related to the education sector in Palestine and socio-emotional learning approaches. The following is a list of documents that contributed to the findings of this evaluation study.

- ▶ The Documents of Project Details, Staff, Timeline, Summary, and Technical Report, *Teacher Creativity Center*.
- ▶ A Descriptive Report by Directorate of Education to the Minister of Education, *Teacher Creative Center*.
- ▶ Reports of Teachers' Initiatives, *Teacher Creativity Center*.
- ▶ The Monitoring & Evaluation Plan, *Teacher Creativity Center*.
- ▶ List of teachers who launched initiatives, *Teacher Creativity Center*.
- ▶ Evaluation report of teachers who implemented SEL skills at class settings, *Teacher Creative Center*.

2.1.2 Key Informant Interviews

The final evaluation study data collection included interviews with key informants and program stakeholders. A total of 2 interviews were conducted in person. 2 interviews were originally scheduled. The complete question sets can be reviewed in Annex I. The following table depicts the stakeholders interviewed as well as the date and location of the interview.

Table 2: Key Informant Interviews

Position	Date
TCC Project Management (1)	23.9.2018
Trainers (Susan Gosheh & Suad Mitwalli)	16.9.2018

2.1.3 Focus Group Discussions

Focus groups were one aspect of qualitative data collection for this evaluation. A total of 4 focus group discussions were held with teachers who launched and implemented extracurricular programs, teachers who applied the SEL theory at class level, parents of children who were targeted through the raising awareness workshops and children who were targeted through the extracurricular programs. A series of questions were designed for each group (which can be found in Annex I), and answers, disagreements, and discussion around each was noted. The following table depicts the specifics of the focus groups held for this evaluation.

Table 3: Focus Group Discussions

Location	Target Group	Date
Jericho	Teachers (TOT & Other teachers)	16/9/2018
Jerusalem	Parents	4/10/2018
	Teachers	10/10/2018
	Children	11/11/2018

2.1.4 Teachers and Parents

69 questionnaires were filled out by teachers and parents. Questionnaires were handed to the beneficiaries as hard copies. Teachers filled out their questionnaires during the workshop conducted in Jericho, and due to the absence of most parents, parents



questionnaires were sent out with the attendant teachers to hand them to the parents. 20% of the respondents were male, while 80% were female. 74% of respondents were parents, while 26% of respondents were teachers (53% of which are TOT teachers and 47% are other teachers). The ages of respondents were clustered between 24 and 52 years of age, as depicted in the chart below.

2.2 Analysis

Quantitative analysis was undertaken on data from the survey using Survey Monkey software. Cross tabulations were undertaken as well as correlations for relevant questions. Frequencies and descriptive statistics were run to contribute to the quantitative analysis. For qualitative data, transcriptions and notes of focus group discussions and key informant interviews were coded. Axial coding was undertaken with the coding informed by the evaluation questions presented above. Text related to each code was duplicated under corresponding categories. Additional codes were created when necessary. Once coding was completed, major trends and key perspectives were identified, and triangulation was employed to verify statements and trends. Triangulation was used to ensure the reliability and accuracy of the data.

3. Findings

This section presents both qualitative and quantitative findings related to each evaluation criteria. Secondary sources, publications, reports, and other statistics are also mentioned and cited throughout this section when relevant. Primary data is also indicated by source when presented .

3.1 Relevance

Through the process of assessment it was confirmed by study participants and via desk review that the project is not only pertinent to the needs of project beneficiaries, but also to SEL theory standards, the needs of the educational sector in Jerusalem, and the visions of the MOEHE, TCC, and the International Declaration of Human Rights.

The project was relevant to the needs of beneficiaries and also to the SEL theory. The common need that most of the study's key informants agreed on- either in FDGs or interviews- is the need for psychological support. Psychological support according to International Federation of Red Cross and Red Crescent Societies (IFRC) "helps



individuals and communities to heal the psychological wounds and rebuild social structures after an emergency or a critical event”¹. Through psychological support, all negative emotions of tension and anxiety that results from bringing repressed feelings and memories into consciousness got purified. It was noted that it is a need not only for students, but also for teachers, and even parents, especially under the ongoing political conflict in Palestine in general and in Jerusalem in particular. The project, through its diverse activities, trainings, and workshops, which focused on the emotional and psychological support, succeeded in meeting this excessive need for the aforementioned parties. As such, the project is also pertinent to the SEL theory which asserts that the idea that succeeding in the academic field cannot be done without meeting students’ social, emotional and physical needs.

The project meets the needs of the educational sector in Jerusalem as well, especially in the light of the challenges imposed by the Israeli existence in Jerusalem. For instance, the educational sector in Jerusalem suffers from a severe shortage of the educational staff because of low salaries paid by Palestinian schools in comparison to the ones paid by the Israeli Municipality schools. However, this project meets this need by providing financial support for both schools and teachers in terms of providing the needed equipment and tools for activities, and giving incentives for teachers as an appreciation for their participation. This, in turn, can be reflected positively through supporting raising the competency of educational cadre through trainings and workshops for capacity development. Moreover, it meets the educational sector need regarding the provision of an awareness campaign for parents and teachers regarding facing these challenges.

The project is also relevant to the vision of MOEHE in obtaining a diverse, unique, sustainable, flexible, competitive, and high quality system of education. This project fulfills this need through the provision of new and resilient pedagogies and approaches that promote quality education, and through the creation of sustainable resources of knowledge.

It is also pertinent to TCC’s vision of ensuring a democratic, peaceful and secure learning environment empty of violence in Palestinian schools by means of

1. <https://www.ifrc.org/en/what-we-do/health/psychosocial-support/>.





encouraging the prevalence of human rights and civic education values. This is noted through the various activities and initiatives that aimed in the first place to eliminate violence for the improvement of both students' social behavior, and the improvement of their academic performance. The project also corresponds with the International Declaration of Human Rights on the right of education that states:

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”

(Article 26 of the International Declaration of Human Rights) ²

Moreover, based on the focus groups discussions and the survey of the teachers and parents, it was noted that the project was relevant to the teachers, parents, and students' needs. Teachers urged that they did not know much about the SEL approach of teaching and that they did not have experience in this regard before the trainings. When the training and the idea of the SEL approach was presented to them, 100% (n=18) of teacher respondents to the survey strongly agreed or agreed that their attitude toward the socio-emotional learning theory changed in a positive way. One teacher commented: *“We used to apply some of its techniques before the project, but because of the limited time we couldn't do it in an in-depth way and whenever we did it, we did it without previous planning”*.

100% of the teacher survey respondents strongly agreed or agreed that the provided training and the project addressed their needs. Teacher participants of FGDs explained that their needs were met especially in terms of time, techniques, and capacity building. They explained that the limited time during working hours and their increasing responsibilities did not give them the chance to know students more. However, the provision of the trainings courses provided them with class time management skills which provided them with the required time. This also helped them to know the environment that the students belong to, to get to know the students more, understand

2. <http://www.un.org/en/universal-declaration-human-rights/>.



the reasons behind their undesired and unwanted behaviors, and get insights on the students' needs.

Moreover, teachers in FGDs noted that the provided trainings, which were different from the ones provided by the MOHEH that were mainly focused on academics, provided them with strategies and methods to deal with students and teach them in a better way.

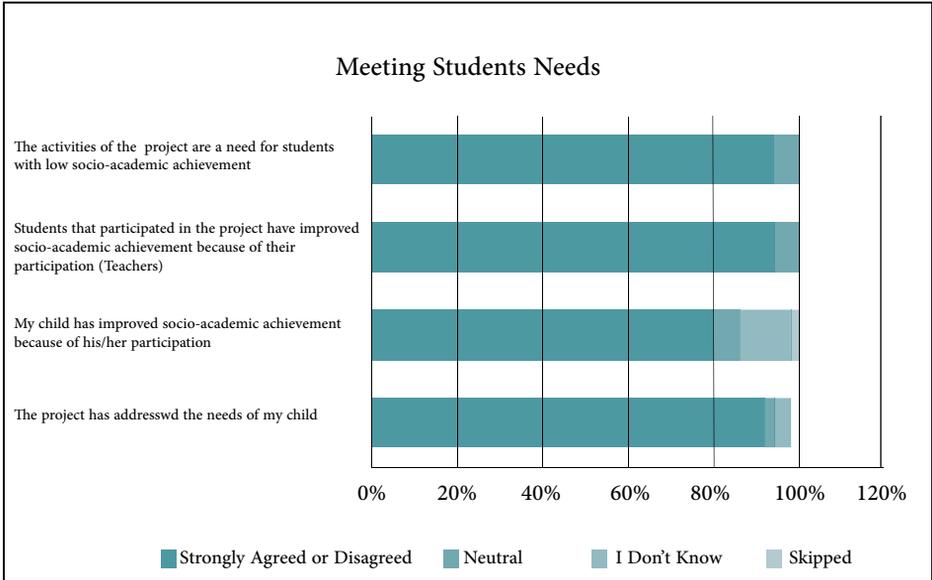
Also, interviewed stakeholders agreed that this project meets the needs of the teachers in terms of capacity building by enhancing teachers' competency regarding dealing with children. Also, teacher participants of FGDs agreed that this project meets their needs regarding vocational development in terms of being able to diagnose the students' conditions, using new tools, enhancing their self-confidence, and exchanging experiences and information transference. For example, one of the teachers did not get the training but she was trained by another teacher.

The project also met the students' needs in that 92% of the respondents of the parent survey strongly agreed or agreed that the project met their children's needs. Also, 94% of teacher respondents, and 80% of parent respondents strongly agreed or agreed that the project met the students' needs regarding the improvement of their academic performance. Moreover, 94% of teacher respondents strongly agreed or agreed that the project's activities are needed by students who suffer from low academic performance, and 6% were neutral as to whether the activities were needed by students or not.





Chart 1. Meeting Students' Needs



However, the effect that the project achieved on students' social performance and behaviors was greater than its impact on the academic performance. One teacher said that *"the improvement of the social performance was better and more than the academic one for all students and it was really notable"*. In addition, more than one teacher consented that these students actually do not suffer from cognitive learning difficulties; rather, they suffer from social problems that were negatively affecting their emotional status and thus their academic performance. One teacher commented on this issue saying: *"the project in the first place is addressing the [students] who had really good, very good, and excellent academic performance and then started to have low academic performance. Therefore, we had to see the reasons that led to that which were mainly social ones"*.

Furthermore, 94% of teacher respondents strongly agreed or agreed that student participation in the project's activities reinforced student beliefs in human rights, international law and social justice, while 6% were neutral. In addition, 49% of parent respondents strongly agreed and agreed that students' participation in the project's activities reinforced students' beliefs in cultural diversity, respect for other nations, peaceful conflict resolution, dialogue and global citizenship, 12% were neutral, and



10% disagreed with this statement.

Besides, most teachers agreed on the importance of the financial factor in meeting the students' needs, such as giving them presents, school supplies like pens, books, and stationery, inviting them to restaurants for dessert or food, going into tours and visits in the city of Jerusalem and its streets neighborhoods, parks. For instance students went to visits to Al-Aqsa Mosque, Church of the Holy Sepulchre, Stork Tower (Burj Alluqluq), Christian Quarter, Damascus and Herod's Gates, and Rockefeller Garden. Moreover, teachers bought pets like fish, and birds for some students to raise and take care of them from the standpoint of giving them the sense of being responsible for something. Furthermore, this project fills this need that the MOEHE cannot fulfill and afford, especially for all of the students. Despite the importance of the financial aspect of the project, teachers stressed that the focus of the project remained social. One

There was, for the first time in the school's history, participation of the fathers in the meetings, though usually the attendants are females

teacher said: "the focus and the aim of the project were moral rather than financial, despite verification on the importance of the financial factor that has financed and provided these activities for the students".

Teacher participants in a FGD mentioned that parents were satisfied, supportive, and happy with the project. Similarly, 78% of parent respondents to the survey strongly agreed or agreed that the project met their needs. Also, 78% of teacher respondents to the teacher survey strongly agreed or agreed that parents were in support of the project, and 17% were neutral on this issue. A teacher commented on this, saying: "There was, for the first time in the school's history, participation of the fathers in the meetings, though usually the attendants are females". Also, 84% of parent survey respondents said that they support the project morally.

One constraint to parent involvement was the number of meetings required to attend. For example, one teacher recalled that many parents felt that attending a few initial meetings was enough, and then they gave responsibility over to the teachers



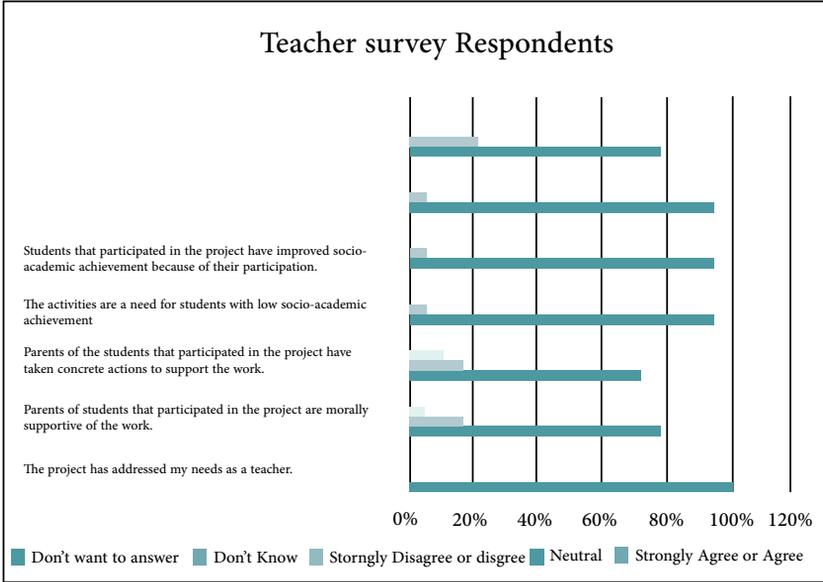


to continue. Other teachers mentioned that some parents did not easily accept the interference of the teachers in their affairs and lives. However, the teachers stated that when they explained the situation to the parents and told them why they are doing this and the aims of the work, the parents understood more and accepted it. For example, teachers explained to parents what SEL theory is and how it influences students' emotional wellbeing and thus academic performance. Also, some teachers in their initiatives intended to conduct joint activities for the parents with their children to strengthen their relationship with each other. For instance,

there was a joint entertaining activity for parents with their children, painting activities in the house with the parents (painting a file called “My mother and my father”), and competitions on the open day with their mothers in the school. Besides, parents' reactions towards the project activities and influence especially on their children behaviors were highly positive and promising. For instance, parents as reported in teachers' initiative reports and FGDs praised the positive change of their children behavior, attitudes and academic performance. Moreover, parents contacted with the teachers to report them of the effect of their initiatives and to thank them for their efforts with their children.

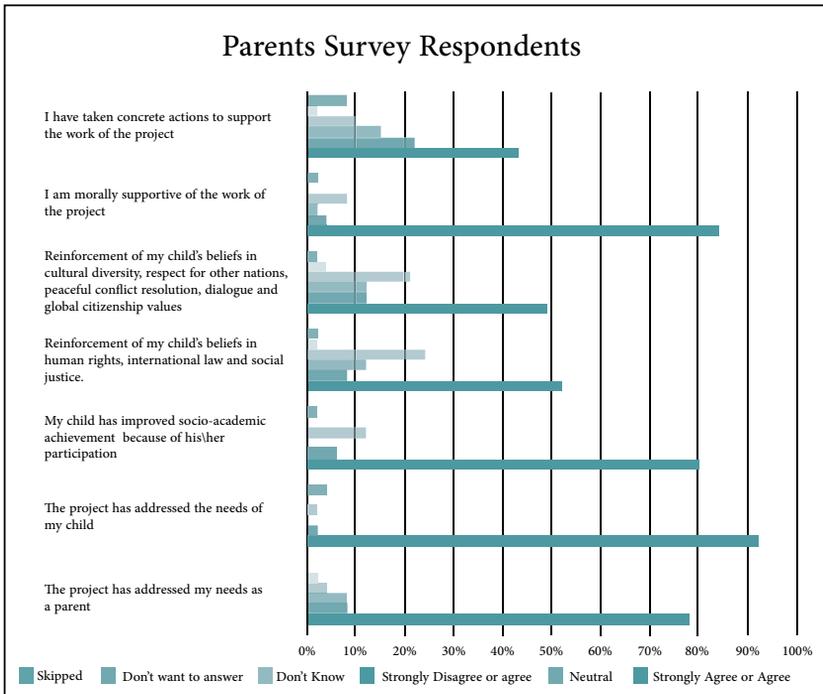
In chart 2 below, a survey was distributed to TOT and other teachers related to the project activities and initiatives' relevancy in terms of meeting their needs and students' needs.

Chart 2. Teacher survey Respondents



In chart 3 below, a survey was distributed to parents related to the project activities and initiatives' relevancy in meeting their needs and their children needs.

Chart 3. Parents Survey Respondents





3.2 Effectiveness:

The general objective of the project is contributing to quality education outcomes in East Jerusalem governmental “Al-Awqaf” schools. For the achievement of this objective, two branching objectives were to be fulfilled, which are:

- ▶ Enhancing capacity development and learning among Jerusalemite teachers making use of their own creative potential in terms of best practises related to cognitive and socio- emotional learning outcomes.
- ▶ Restoring the normal socio-academic performance of 600 Jerusalemite children in the 2nd, 3rd and 4th, 5th and 6th grades suffering from socio-academic dysfunction associated with cognitive and socio-emotional learning challenges.

Each objective has two outcomes to be achieved, and each outcome has an indicator of success. The first objective requires both the identification of best Jerusalemite teachers’ initiatives, and the creation of permanent resources of knowledge, capacity building and skills development for Jerusalemite teachers. Also, both of these outcomes should aim for the promotion of cognitive and socio-emotional learning outcomes among Jerusalemite children. The second objective requires reducing cognitive and socio-emotional learning challenges of 600 affected school children from East Jerusalem, and building the knowledge of parents of school students and school community committees.

Specific Objectives

Objective 1

To enhance capacity development and learning among Jerusalemite teachers making use of their own creative potential in terms of best practises related to cognitive and socio-emotional learning outcomes

Outcome 1

Identification of best Jerusalemite teachers initiatives related to the promotion of cognitive and socio-emotional learning outcomes among Jerusalemite children

Outcome 2

Creation of permanent resources of knowledge, capacity building and skills development for Jerusalemite teachers in terms of promoting cognitive and socio-emotional learning outcomes among Jerusalemite children

Objective 2

To restore the normal socio-academic performance of 600 Jerusalemite children "suffering from socio-academic dysfunction associated with cognitive and socio-emotional learning challenges

Outcome 1

Reduced cognitive and socio-emotional learning challenges including psychological symptoms associated with political violence like PTSD major depression and anxiety of 600 affected school children from East Jerusalem

Outcome 2

Built the knowledge of parents of school students and school community committees in utilizing intervention strategies to identify and overcome types of cognitive and socio-emotional learning challenges of their children

Based on the assumption of education cadres' motivation in Al-Awqaf schools, and the urgent need of Jerusalemite children for this kind of projects, teachers were the key input for the achievement of the first objective. It was decided to target basic stage teachers belonging to 39 governmental schools "Awqaf schools" in East Jerusalem to identify best Jerusalemite teachers' initiatives.

The need of identification of best Jerusalemite initiatives in applying SEL was due to the lack of awareness among Jerusalemite teachers of the theoretical frame of SEL theory. Although SEL is being applied by many of them, they didn't know about the theoretical framework for what they used to do. Therefore, 16 teachers who already implemented SEL even without knowing that what they were doing is called SEL were chosen. This stems from TCC's belief that those teachers are more capable of transferring the knowledge gained through the TOT to other teachers. The first indicator of success of the achievement of this objective is launching a targeted number of 30 initiatives by target Jerusalemite teachers in terms of best practises related to the promotion of cognitive and socio-emotional learning outcomes. The second one is the application of the SEL theory in classes by 65 teachers. According to the initiative proposals and reports, as well as findings from the teacher questionnaires and field visits to the target schools, it was observed that 25 successful initiatives were launched, and 42 teachers applied SEL theory in their classes.



In fact, there were challenges that resulted in the non-achievement of the target value. Regarding initiatives, both the heavy workload of the teachers, and teachers' commitment to other projects with other organizations influenced the achievement of the expected number of initiatives. For teachers who applied SEL at class level, the challenges stemmed mainly from the crowded classrooms in Jerusalem schools, and the lack of cooperation by some parents. This affected teachers' abilities to apply the SEL theory steadily and successfully, especially because SEL application requires parents' cooperation. It also affected the expected number of the teachers to apply this theory.

However, the non-achievement of the target value does not mean the non-achievement of this objective. For the achievement of the 1st outcome under this objective, the indicator of success requires at least 15 previously-implemented teachers' initiatives to be used in developing the project's training content, the Jerusalemite Teacher Protocol and teachers' initiatives. Based on the written descriptions of these initiatives, the current or achieved output/value was 16 successful initiatives, which were integral in creating the resources of knowledge. Therefore, according to the indicator of success, this outcome was fully achieved.

Following the teachers' initiatives, TCC made use of these initiatives and teachers for the creation of permanent resources of knowledge. The main reasons for this knowledge resources creation were the educational cadre motivation in the target schools, the need of Jerusalemite teachers for such capacity development resources, the availability of local experts in SEL theory, and the availability of expert companies in the design of the e-forum.

The target value of the second outcome under this objective was the creation of 3 resources of knowledge, which are the Jerusalemite Teacher Protocol, the web address of the e-forum, and the availability of 16 teachers who are able to provide training courses in the SEL theory and skills. These resources aim mainly to promote cognitive and socio-emotional learning outcomes among Jerusalemite children. This outcome was fully and successfully achieved especially in terms of its fulfillment of the requirements of the indicator of success - producing 3 resources of knowledge, being approved by MOEHE to be used by Jerusalemite teachers in their classes.



The only challenge to the achievement of the indicator target value of this outcome is the delay of the production of the protocol. As the production of the protocol requires the inclusion of all teachers' initiatives in the protocol, there was a delay in the production of the protocol until November 2018 as teachers' initiatives had been fully implemented by that time. However, in comparing the extra time with the importance of resources of knowledge content, it was found out that the credibility of the resources of knowledge as being stemmed mainly from experiences and particularly teachers' initiative was not in vain. Based on the aforementioned, it was noted that the first branching objective of the general objective was achieved, regardless of the challenges.

As for the Education Monitor of Palestine, it was not produced as reported by one of the stakeholders because of the failure of obtaining a funding from other organizations other than the donor. However, its production is not under the responsibilities or the agreement between them and the donor stated by one of the stakeholders. So basically this did not affect the achievement of this objective.

For the achievement of the second objective, two outcomes should be fulfilled. Also, the requirements of the indicator of success of each one of them should be met for its attainment. The first outcome is reducing cognitive and socio-emotional learning challenges "including psychological symptoms associated with political violence like PTSD, major depression and anxiety" of 600 affected school children from East Jerusalem. The second one is building the knowledge of parents of school students and school community committees in utilizing intervention strategies to identify and overcome types of cognitive and socio-emotional learning challenges of their children. As the children are the main targeted element of the project, reducing their cognitive and socio-emotional learning challenges "including psychological symptoms" is quite important. Therefore, as children are the key input, nearly 600 children joined the project with an intended/targeted value for the 1st outcome of improving the socio-academic performance of at least 60% of target students after the implementation of teachers' initiative. Through remedial classes and extracurricular programs applied by 115 teachers, 325 students had improved socio-academic performance. This number was observed through reports of teachers' initiatives, presentations made by teachers during evaluation workshops, telephone calls, and field visits to a random sample of teachers who applied the SEL theory and skills in classes as reported in the monitoring and evaluation plan.





There are factors that led to the under achievement of the targeted number of children with improvements.³ For instance, the crowded classroom in Jerusalem schools, the lack of cooperation of some parents, and the limited teachers' ability to apply the SEL theory steadily and successfully, especially in classes.

According to the assumption of the need of this project in Jerusalem, the cooperation of parents and school community committees was quite important for the identification of cognitive and socio-emotional learning challenges that students suffer from. Therefore, parents and school community committees' knowledge was built through conducting 20 awareness workshops, and another 20 psycho-education workshops to utilize interventions strategies to deal with these challenges. 600 caregivers of women were the key inputs with a targeted output of at least 360 as required by the indicator of success. Through psycho-education and awareness workshops reports, it was noted that 385 caregivers have applied the knowledge and interventions they learned with their children.

One of the challenges was the hesitation of caregivers to participate in the workshops shown in that in the first 20 raising awareness workshop, only 180 people attended. However, the mitigation strategies applied by the project team were fruitful that the number of participants in the next 20 psycho-education workshops contributed to the full achievement of this indicator. Based on the above-mentioned, it was concluded that the second objective of the general objective was partially achieved.

In fact, there are other challenges that hindered the project noted by key informants, teachers, and parents in interviews, FDGs, as well as in teachers' reports. They were mainly related to school administration, teachers, parents, or student cooperation. Also, there are other challenges such as the political situation, the social situation and problems of the family, as well as the project and initiative timing.

Many teachers in FDGs and reports complained about the lack of cooperation of school administration, in terms of its participation and support. However, this problem was overcome when the administration started to note the positive change of student behavior and performance. Also, other teachers who did not participate in the project

3. The target value should be at least 60% of 600, which means at least 360 students.



were not cooperative to the extent that the session mainly depended on the responsible teacher only, as stated by one of the teachers. For instance, their lack of support, refusal of the idea of the project and implementing it in their schools, teachers' attitudes and their treatment of the children (using the traditional methods like screaming, penalizing and threatening) were huge challenges that negatively influenced students. One teacher said: *“the negative vibes spread by some of the academic staff and being uncooperative with students led to achieve partial results for some students and some of them didn't achieve any improvement due to the other teachers' attitude and their unwillingness to deal in a different way with students”*.

Also, underestimating the value and the importance of the project by some teachers led to its lack of effectiveness in some schools. A TOT teacher commented in this regard: “teachers at the beginning didn't take it seriously and they underestimated the value of the project, so it failed at the school I went to. I recommend using people who are interested in these kinds of projects, and competent enough. In this case, it will succeed in terms of application.” Nonetheless, the trainings hand in hand with the concrete results of the project were helpful in changing some teachers' perspectives and behaviors toward the project and the students respectively, and realizing the importance of the project irrespective of their unwillingness to be part of the project at the very beginning.

Furthermore, teachers faced many challenges with the parents of the targeted students as they reported in FGSs and their reports. They ranged from parents' refusal of their children's participation in the project, to indifference regarding taking care of their children and coping with them. Other challenges were the difficulty of communicating with parents, their unwillingness to talk about their social problems and preventing their children from doing so too, and their lack of commitment to attending the meetings and workshops. However, one of the stakeholders explained that the project staff used different techniques and mechanisms of communicating with parents. For instance, after explaining the importance and the goals of the project, parents expressed their readiness of being a part of the project. This readiness was boosted when they saw and felt the changes and the positive effect of the project on their children.





Another factor that affected the effectiveness of the project is the political situation in Jerusalem as it is occupied by Israel. For instance, one of the stakeholders said: “Trump’s announcement of Jerusalem [as the capital of Israel] led to the delay of the project activities due to the [clashes and protests] in Jerusalem”. Also, our key informant of teachers in FGDs explained that their daily suffering and arguments with the occupation affected negatively their willingness to teach and deal with students and their readiness to go to school.

Also, the social situation of the family and students’ attitudes towards the initiatives were problematic obstacles too that affected the effectiveness of the project as observed by teachers and parents in FGDs and in teachers’ reports. The social problems ranged between drug addiction of one of the family members, family dispersal due to residence related issues, the bad economic situation of the family, and other social problems like, imprisonment of one of the family members, divorce, polygamy, custody-related problems, etc. Also, students’ refusal of the initiatives, their psychological condition (for instance suffering from severe depression), and their unwanted behaviors such as cursing, hitting, and lack of confidence were main challenges for teachers. These factors were negatively and indirectly reflected on students’ behaviors and their academic performance. However, the project functioned as a space of psychological release of students’ feelings which helped the academic staff to know the cause of students’ unwanted behaviors, and their needs. After assessing these needs, teachers started working on addressing the needs of those students in a way to improve their behaviors and their academic performance.

Based on the aforementioned, it was concluded that the cooperation between TCC and teachers proved their competency in terms of being able to identify the socio-academic challenges of students, and the challenges caused by parents and teachers and dealing with them. 84% of parent survey respondents agreed or strongly agreed that teachers were well-equipped, and 6% of them were neutral regarding that issue. This, in return, assisted the achievement and attainment of the specific objectives to finally achieve the general one.

Furthermore, all of our key informants in FGDs, interviews, and reports agreed unanimously that the timing of the project was not enough or suitable. For teachers,



the timing was not suitable because it was during the summer holiday and the second semester of the academic year which is a time of pressure, exams, correcting papers, workshops and other duties and activities. For students, the timing of the initiative was also not convenient because when it was announced students had already joined summer camps. Besides, most of the residents of the Old City of Jerusalem who have homes and relatives in places far from the school go there in the summer holiday time. In addition, the time of the project and the designated time for both the activities and the initiatives was short and insufficient.

In comparing the aforementioned challenges with the achieved results on the ground, it can be seen especially through the teachers' reports that achievements were greater than the challenges especially in terms of improving student behaviors. This is attributed to the special trait of this project that focuses on a targeted number of students. Each initiative has targeted direct and indirect students. These initiatives focus directly and specifically on a certain number of students who are in urgent need for help through the inclusion of these direct students among other students who are considered indirect beneficiaries. This led to the achievement of concrete outstanding outcomes on the ground as indicated from teacher initiative reports. The report was designed to monitor students' improvement in both social and academic sides. There was a list of 20 unwanted common behaviors which were put in two tables of evaluation in the report. The first table was for observing these behaviors before the initiatives, and the other was to observe these behaviors after the initiatives were done. The evaluation was based on the degree of doing a certain behavior, which was classified on a scale of simple, average, and extreme. Many of students' behaviors changed from the extreme to average and simple, most of them from the average to simple, a few shifted from the simple to the average, and a few witnessed a case of stabilization of extreme and average.

Furthermore, teachers' initiative reports show the great change in student behavior which was reflected positively on the improvement of their academic performance. Through the reports, it was calculated that all students have unwanted behaviors whose percentages vary from one student to the other. For instance, it was estimated that 90% of the direct targeted students suffer from distraction. This percentage got lessened to be 51% of the students who have it after the implementation of the initiatives. Also,





87% of the direct targeted students who were classified as absent-minded changed to 38% after the initiatives. In addition, 80% of the students suffered from moodiness and lack of self-confidence. However, after the initiatives, this percentage changed to be only 19%. Besides, 64% of the targeted direct students used to curse, but it got lessened to 16%.

Table 4. Change percentages of students behaviors before and after the initiatives.

Behaviors	Before initiatives	After Initiatives
Distraction and lack of concentration	90%	51%
Absent-minded	87%	38%
Moodiness	80%	45%
Lack of Self-Confidence	80%	19%
Cursing	64%	16%

Also, it was estimated that more than half of the students had other undesired behaviors like bullying others, isolation, stress, hitting, sadness and temper. However, after the initiatives this percentage was less than the half to be between 10%-26%.

Table 5. Change percentages of students' behaviors before and after the initiatives

Behaviors	Before initiatives	After Initiatives
Bullying others	61%	13%
Isolation	61%	16%
Not accepted by others	61%	10%
Hitting	58%	13%
Lack of Involvement with other children	58%	13%
Temper	68%	26%
Sadness	65%	23%
Stress and discomfort	71%	23%



Most teachers agreed that the students don't suffer from cognitive problems but from social ones which were projected indirectly as a form of behavioral reflexes to these problems. Therefore, an assessment of student's behaviors was made by the teachers. For instance, the initiatives activities focused mainly on assessing the students' unwanted behaviors and the reason behind them to improve intervention strategies and activities to promote them. The assessment and diagnosing of behaviors was done through psychological debriefing and self-expression activities. In fact, there is an integrative relationship between behaviors and academic performance enhancement, as the improvement of behaviors would lead definitely to the improvement of the academic performance. This enhancement of students' behaviors improved students' academic performance as noted in teachers' reports and FGDs.

For example, there was a student who suffered from a severe depression due to her inability to express her feelings or talk about her social problems. Also, this student, besides his/her low academic performance, had lots of undesired behaviors such as hitting, bullying others, and low self-confidence. These behaviors affected negatively her relationship with her friends. For example, they tended to avoid her. Also, the student felt alienated in both school and home. Moreover, this student, as informed in the report and in FGDs with the teachers, was thinking of committing suicide although she is in the 3rd grade. However, the teacher intervention through the various activities succeeded in the student giving up the idea of suicide. For instance, most activities were self-expression activities and fostered the inclusion of the student with her peers. One of these activities was "Me and the people around me" in which the student talked about her relationship with her family, colleagues and teachers as well as her feelings of hatred towards them. This initiative was successful for many different reasons. For instance, the student gave up the idea of committing suicide, started to play and join other students, and started to pay attention during the class and love to learn, which led to the improvement of her academic performance.

There was another student who had thalassemia minor, malnutrition, and weak muscles which affected his writing skills and his academic performance. In addition, he exhibited some unfavorable behaviors like cursing, hitting, other harm, isolation, and sadness. Nonetheless, teachers' activities mitigated the intensity of these health and behavioral problems. For instance, one of the most effective activities when he





was given exercises to strengthen the hands muscles by a hydrotherapist because of his muscles weakness that affected his writing efficiency.

Also, the teacher noted that there was an improvement

Distraction and lack of concentration, isolation and sadness changed from Extreme to simple

in his writing's skills and his academic performance. In

addition, there was a remarkable change in behaviors;

for example, cursing, hitting, and other harmful behaviors changed from average to simple. Also, distraction and lack of concentration, isolation, and sadness changed from extreme to simple.

Cursing, hitting, and other harmful behaviors changed from Average to Simple

To conclude, the application of SEL theory by teachers in their initiatives was effective and helpful and influenced students' behaviors and academic performance positively. Many students' unwanted behaviors had improved after the implementation of the initiative. This was noted by teachers and parents reports in FGDs and their feedback. For instance, most students' self-confidence in terms of being able to express themselves honestly got improved. Also, they became more social in terms of their participation and involvement with their peers. There was a recession of violence in terms of being less aggressive and stopping cursing and bullying others. Besides, their attitude towards school, especially in terms of feeling of belonging to it, their rate of concentration, and overcoming the psychological and social problems got improved positively. Also, there was an improvement in their academic performance in terms of doing their homework and improving their relationship with their teachers through being more cooperative. Besides, some students were able to overcome fears associated with the occupation through the activities of the initiatives. For instance, one student had big fears from the occupation after his/her house was demolished by the occupying authorities, as reported by the mother. Through initiative activities, especially psychological support ones, the student was able to express his/her feelings towards what happened. This eased the process of recovering from this fear by expressing and the feeling of safety started to grow again in his heart. Furthermore, they learned life and social skills,



such as managing their time and using polite expressions for discussion. They also learned to use rights-based language, like ‘my right’ and ‘your duty’.

3.3 Efficiency:

In general, most of the project activities were implemented as planned. However, due to some unexpected external factors there was an extension of two. For instance, Trump’s announcement on the 6th of December regarding Jerusalem led to the procrastination of the process due to the conditions there. At that time, capacity building trainings for teachers were being conducted (4th of Dec, two days before the announcement). As it was planned, these trainings should take one month, however due to the aforementioned reason, it took two months instead. Also, the time of the implementation of teachers’ initiatives, which started in March 2018, wasn’t suitable for teachers as it is a time of workload, pressure, exams, and also some teachers had other commitments in other programs with other organizations. Therefore, it took one more extra month, though the time designated for the initiatives is 8 months.

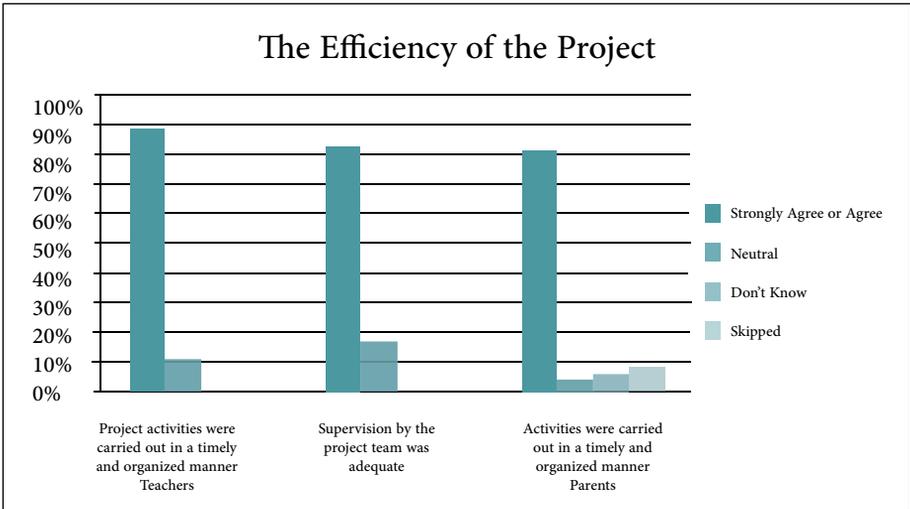
Stakeholders, teachers, and parents in interviews and FDGs also agreed unanimously on the need for more time for the implementation of the initiatives and the project. Also, teachers asked for an in-advance announcement of the initiatives’ time, as part of them were implemented during the summer holiday, which is a time of summer camps too. Therefore, for a larger participation and involvement of the students, these initiatives should be declared earlier as suggested in teachers’ reports.

Despite these challenges, 89% of teacher survey respondents, and 82% of parent survey respondents agreed or strongly agreed that project activities were carried out in a timely and organized manner. Moreover, 83% of teacher survey respondents agreed or strongly agreed that the supervision provided by the project team was adequate, and 17% were neutral regarding this issue.





Chart 4. The Efficiency of the Project



However, teachers encountered problems regarding the quality of supervision and coordination. Some teachers in FGDs said that the supervision was better in some schools than others. For example, some of them indicated that there was rarely supervision, some indicated that there was supervision, but that it should be done more and in a better way; others said that there was a complete supervision and all the needs were provided even after the end of the supervision. One of the teachers commented on that, saying that the reason for the lack of the supervision may be because of the long distance between one school and another.

Also, teachers faced some problems with coordinators in terms of their commitment to attending the meetings. For instance, one teacher commented that: “the coordinator didn’t show up when I ask her/him to come or whenever I set an appointment for her/him with the head of the school.” Therefore, teachers suggested networking between teachers, coordinators, supervisors, and project management.

On the other hand, one of the stakeholders, as stated also in the technical report of the project, highlighted the adequate supervision of the trainers of TOT training while training and even after it. For instance, they went on monitoring visits to the 16 trainers when they were training the other 115 teachers. They also kept in touch with teachers through a WhatsApp group and provided constant consultations and guidance to them.



In terms of the cooperation of MOEHE and the Education Directorate of Jerusalem, they were helpful and cooperative, as reported by one of the stakeholders. Also, the project technical report highlights the significant role of them. For instance, the activities and the supervision of the project, the discussion of the project plan and the criteria of choosing the 15 teachers (who became later 16), and the visits to Al-Awqaf schools in Jerusalem were organized jointly with representatives of the Education Directorate in Jerusalem with the help and the guidance also of the Teacher Qualification Department in the Ministry of Education.

However, there was dereliction to some extent by the Ministry of Education in Jerusalem, especially in approving and signing some documents that were not sent back by their assigned deadlines, as informed by one of the stakeholders.

Furthermore, as the production of the protocol requires the inclusion of all teachers' initiatives in the protocol, there was a delay in the production of the protocol until November 2018 as teachers' initiatives were fully implemented by that time. However, in comparing the extra time with the content of resources of knowledge, it was found out that the credibility of the resources of knowledge, as being stemmed mainly from experiences and particularly teachers' initiative, was not in vain.

3.4 Impact:

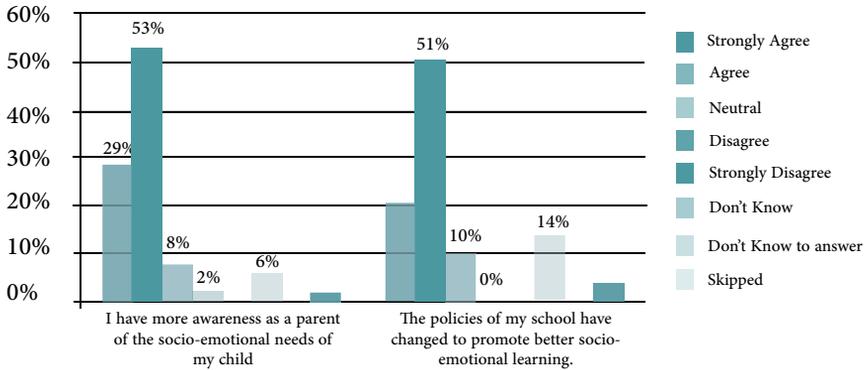
The impact of the project was apparent to not only on the beneficiaries of the project but it also planted the seeds of change in MOEHE policies. For instance, as reported by one of the stakeholders, the MOEHE is planning to adopt the SEL theory, relying on the 16 teachers who received the TOT to train 800 class teachers from Jerusalem schools in the coming 4 years. This is also indicated in the survey results answered by teachers and parents. 84% of teacher respondents agreed or strongly agreed that the MOEHE policy has changed, and 11% of them were neutral. Also, 89% and 73% of teacher and parent survey respondents respectively agreed or strongly agreed that the school policy has changed, too. Also, parents in FGDs asserted that the school has become more responsive to the social and emotional needs of students. This, in return, was reflected in the improvement of the reputation of the school, as reported by one of the stakeholders.





Chart 5. The Impact of the Project from Parents Survey

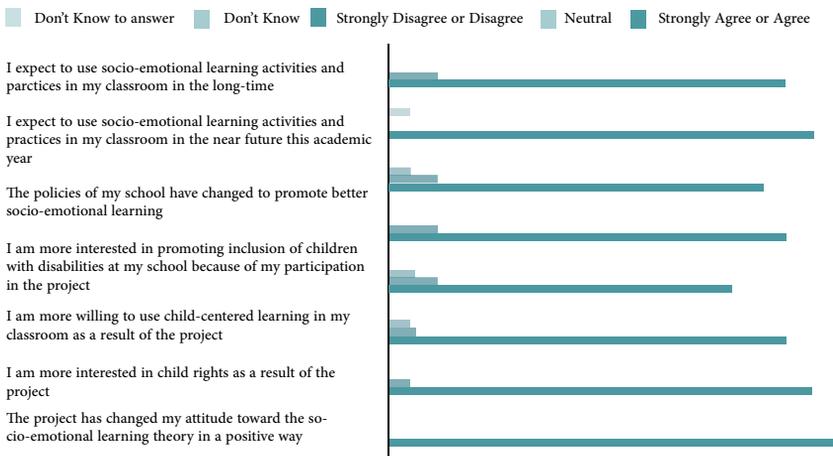
The Impact of the Project From Parents Survey



Besides, teachers' attitudes toward the SEL theory and applying it in their classes have changed. 95% of teacher survey respondents agreed or strongly agreed that they are going to use SEL in the near future. 89% of teacher survey respondents agreed or strongly agreed that they expect to use SEL in the long term. This theory has also reinforced teachers' beliefs in children rights, justice and inclusion of children with disabilities, and the importance of using a child-centered approach in learning.

Chart 6. The Impact of the Project on Teachers

The Impact of the Project on Teachers





In addition, teachers' behaviors towards children had also changed. For instance, they started to listen to the students more, to become more empathetic towards them, to communicate better with children and parents, to involve the students in school life, to learn about the psychological challenges and problems that students suffer from, and to understand how to deal with them, according to FGDs with teachers.

Moreover, the application of SEL theory influenced students' behaviors and academic performance positively. Many students' unwanted behaviors had improved after the implementation of the initiative. This was noted by both teachers and parents. For instance, the achievement of the objectives of the project – improved social, emotional and academic performance and well-being – is expected to have a wider impact in that targeted children will likely be able to thrive more in other aspects of their lives, and will positively affect their peers, siblings, families and community members.

Finally, the impact of the project exceeded the expectations in terms of influencing other schools. Many schools, as reported by one of the stakeholders, communicated with the project management to apply the project in their schools. Furthermore, other schools implemented some techniques and strategies of SEL theory in their schools after observing its concrete results on students, as reported by one of the teachers

3.5 Sustainability:

The idea of the project revolves around the application of SEL theory on children with the support of teachers, parents, TCC, the MOEHE, and the Grand Duchy of Luxemburg. Therefore, according to the project's vision, both the SEL theory and the human element are the cores of the sustainability of the project.

The sustainability of the project depends on the human element and its cooperation, participation and support, whether any stakeholder was a receiver or a provider of support. The human element consists of the project beneficiaries, and the project staff and management. Their cooperation and participation in the project with each other reflect their support of the project. This support, whether it was moral or financial, functioned as a reciprocal relationship between beneficiaries, and between the beneficiaries and the project management; the better the support is, the greater the sustainability will be.





According to TCC, sustainability in the design of the project stems mainly from four components, which are: TOT training, the e-forum (SEL Teachers Forum), the Jerusalemite Teacher Protocol, and school community committees and parents. As the TOT training focused mainly on capacity development of the teacher, it will continue to expand teachers' horizons regarding quality education, Post-2015 Education Goals & Targets, challenges to quality education in Jerusalem through polishing their knowledge in assessing and dealing with different kinds of challenges. Also TCC will build their capacity in terms of cognitive and socio-emotional learning outcomes and its mechanisms, tools and skills applied to assess and counteract cognitive and socio-emotional learning challenges among Jerusalemite children. TCC will also follow up with teachers even after the project's completion and provide them with technical support so they will be able to constantly to assess learning challenges of students. TCC is also planning to make use of those teachers in future projects that target East Jerusalem.

The production of the Jerusalemite Teacher Protocol and the e-forum (SEL Teachers Forum) will be a resource of successful and impactful teaching initiatives of Palestinian teachers in general and Jerusalemite teachers in particular. They will function as a resource to enrich not only the targeted teachers' knowledge, but also other non-targeted teachers too to promote their capacities and skills, and provide them with the best practices in confronting and assessing cognitive and socio-emotional learning challenges among Jerusalemite children. Teachers will also be able to share their knowledge and experiences with other Palestinian teachers, which, in turn, will result in a continuous professional development of Jerusalemite teachers to have a competent cadre in the field of applying SEL theory. Besides, these resources will be open and accessible to all teachers in Palestine. Also, when teachers were asked about their ability to access to resources related to socio-emotional learning, 72.% strongly agreed and agreed, and 28% of them were neutral to this issue.

One of the interviewed stakeholders is in agreement, stating that the Jerusalemite Teacher Protocol & Education Monitor of Palestine will function as accessible, permanent, and sustainable learning, and capacity building resources for all teachers in Palestine to benefit from and to use to learn from other teachers' experiences and share theirs. Also, it originates from the Ministry of Education's intention, as



Aziza Mashhour who works in Jerusalem Education Directorate said to one of the stakeholders, of making use of the trained teachers in the project to train others in the field of the socio-emotional learning in the coming years.

Moreover, the project beneficiary group, through the involvement of school community committees and parents in assessing and counteracting learning difficulties faced by children, would exceed to include other students not targeted in this project, as parents and teachers will apply what they learned with other children and students.

Furthermore, capacity building of teachers, awareness workshops for parents, and the provision of methods of application, and availability of local experts in SEL theory are considered elements of sustainability of the project too. Also, the project sustainability originates from the endless chain of beneficiaries that exceed the targeted ones in the project. For instance, teachers and parents are going to apply what they have learned on other non-targeted students and children to gradually encompass as large of a number of students as possible, particularly those who need help. This will, of course, take into consideration that teachers and parents still need more trainings and workshops, especially in the field of capacity development and assessing cognitive and socio-emotional learning challenges. Moreover, the transference of knowledge and experiences of teachers and parents with other teachers and other parents is also an element of sustainability. Besides, TCC's commitment to provide technical support for teachers as mentioned above, and the mutual cooperation between MOEHE and TCC in terms of promoting the application of SEL theory, supporting teachers, and supporting the idea of the project paves the road towards increasing the number of qualified teachers in the SEL field, the number of student and parent beneficiaries, and this reinforces the project sustainability even after the end of the project.

However, there are factors that hinder the prospects for sustainability of the project. For teachers, work pressure, underpayment, heavy workload, lack of time and resources, and teachers' attitudes and mentality towards SEL theory may negatively affect sustainability of the results of the project in the future. The lack of school-wide initiatives, and the lack of awareness of the theoretical frame for these skills may also jeopardize the project's sustainability. Also, parents, TCC, and the MOEHE lack support and cooperation whether with teachers or each other, which also risk the project's sustainability.





Regardless the challenges that jeopardize the sustainability of the project, the sustainability components with the success indicators combined, which are stemmed from the project's outcomes, were greater and assure SEL theory applicability and ability of continuation. For instance, SEL theory has achieved some solid impacts and outcomes on the ground, although it is applied for the first time in Palestine, specifically in East Jerusalem schools. Besides, by the unanimous agreement of teachers, parents, stakeholders, hand in hand with its effect on the students, its applicability was not only proved but rather empowered. Moreover, the project will be implemented in the coming stage in other areas in Palestine to include the West Bank and Gaza Strip, as reported by one of the stakeholders. All of these indicators prove the sustainability of the projects, and the applicability of the SEL theory irrespective of its challenges.

4. Conclusions and Recommendations

Main Conclusions

C1	The project is highly relevant to the education context in Palestine in general and in East Jerusalem in particular. It is also pertinent to the needs of project beneficiaries of students, teachers and parents. More over, its relevant to SEL theory standards, the needs of the educational sector in Jerusalem, and the vision of the MOEHE, TCC, and the International Declaration of Human.
C2	Project activities have been implemented for the most part in a timely and organized manner with appropriate allocation of resources to different activities. Scheduling of teachers' initiative implementation time, the political volatility, and the quality of supervision of the staff and coordinators were the main challenge of the project, although they were not found to have affected participants' satisfaction with the activities or the intervention's effectiveness.



C3	<p>The project was found to have achieved a high level of effectiveness, evidenced by evaluation study participants’ positive feedback on project workshops, activities, capacity building, and changes to their approaches, abilities.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Capacity building in terms of Assessing students’ behaviors and emotional and psychological needs, identifying the socio-emotional challenges, and dealing with them. • Enriching their knowledge of the best strategies and techniques to apply SEL theory steadily and successfully. • Improving their ability to provide trainings for other teachers on SEL theory. • Improvement of teachers’ attitudes toward the SEL theory application, • Improvement of teachers’ behaviors and treatment of children. <p>Parents:</p> <ul style="list-style-type: none"> • Building their capacity in assessing students’ behaviors and emotional and psychological needs, identifying the socio-emotional challenges, and dealing with them. <p>Changes on Students:</p> <ul style="list-style-type: none"> • Reducing cognitive and socio-emotional learning challenges including psychological symptoms. • Improvement of students’ behaviors and academic performance and their relationship with their colleagues and teachers. • The application of SEL theory influenced students’ behaviors and academic performance positively. • Learning life skills like time management and the usage of rights-based language. <p>MOEHE and Other Schools:</p> <ul style="list-style-type: none"> • Change in MOEHE policies regarding adopting the SEL theory • The desire and the willingness of many schools to apply SEL theory.
C4	<p>There project has achieved a good level of impact on MOEHE policies, targeted school policies and others schools as they have the desire to apply SEL theory in their schools. Moreover, it has positively affected teachers’ attitudes towards SEL theory and students, and students behaviors and academic performance.</p>
C5	<p>The prospects for sustainability of the action and long-term effects are high due to TCC’s lengthy history working in this sector in Palestine, the capacity-building nature of the project and its workshops by which capacity is expected to continue and be transferred after the project to other non-targeted beneficiaries. The three resources of knowledge and knowledge transference by teachers, students, and parents is also a main factor in prospects for sustainability.</p>





C6	The Education Monitor of Palestine was not produced
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Recommendations from Consultant

The following recommendations have been produced based on the findings of this final evaluation and the consultant’s experience in project cycle management in Palestine. They are in no way binding on the contracting authority or its partners or donors.

R1	<p>Monitoring and Continuing Addressing all Targeted Students’ Needs: Pursue addressing the students’ needs and monitor their performance and progress even after the project completion. Also, continuing working with other targeted students who did not gain the full advantage of the project.</p>
R2	<p>Incentives: Considering the difficulty that TOT or other teachers face in attending and giving extracurricular trainings, remedial classes, workshops, initiatives and their activities, their commitment must be acknowledged throughout the project. This appreciation may be in-kind or monetary incentives to attend workshops, an appreciation ceremony, or appreciation souvenirs.</p>
R3	<p>Parents Involvement: Efforts to seek larger involvement of parents and especially fathers in the project’s workshops and initiatives are recommended to be made in future projects. This could be done through raising the awareness campaign of these parents regarding the importance of the SEL theory and its effect on their children or through monthly meetings arranged for parents in the school. In these meetings, the arrangement of joint activities for students and their parents would be highly recommended.</p>
R4	<p>Infrastructure: Infrastructure must be considered as an effecting factor for the full application of SEL theory. For instance, the crowded unhealthy classes, outdated small facilities affected its full application. Working on supporting and providing healthy, safe, appropriate facilities is quite essential. This could be done through networking with organizations that provide support and fund infrastructure needs, or networking with organizations that have the capacity to host the activities of the project in their buildings.</p>



R5	<p>Popularization of the Project: Popularization of the project achievements and advantages, and the importance of SEL theory application in schools via workshops, campaigns, brochures, TV interviews, in journals, news papers, magazines, the various social media websites, and news sites and pages is recommended. This would encourage many schools, teachers, and parents to apply it in the schools, raise their cooperation and support of the project, and it would raise the awareness between them on how to deal and assess their student's needs especially illiterate parents.</p>
R6	<p>Networking and the Provision of Specialists: The provision of specialists to diagnose students when it is needed is essential. Also, networking with organizations that support inclusive education and specialized in dealing with learning difficulties.</p>
R7	<p>Initiative Reporting: Initiative reporting should be more detailed with the provision of necessary supervision and guidance. For instance, there should be a unification of the reports especially in terms of providing clear guidance and instructions on the way to fill them based on some standards. Also, teachers need clearer instructions on budget spending limits and criterion for the food, stationary, and the money spent for other activities, and taking photos for the events and initiatives.</p>
R8	<p>Protocols: Identify protocols in terms of preserving students' privacy; for instance instruct teachers not to take pictures of the children and state their names in the reports.</p>
R9	<p>Formalization of the Project: Formalization of the project through connecting it to MOEHE is recommended. It would be easier for involving other schools and teachers in the project, dealing with schools administration, and gaining their support.</p>
R10	<p>Criteria for Choosing Teacher Participants: Criteria for choosing qualified competent teachers especially other teachers who are trained by TOT teachers is needed in future projects.</p>
R11	<p>MOEHE: Intensifying efforts to change need the trainings and workshops from being academics and theoretical to extracurricular and practical ones.</p>





R12	<p>Appropriate Timing: It is better to conduct the project in the first semester of the academic year. At that time, the workload and work pressure is less than the second semester. This would also support teachers to function more effectively and adequately with students and give the students the sufficient time and care they need.</p>
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Recommendations from Study Participants

The following is a list of recommendations provided to TCC by the participants of the evaluation study, categorized by source of recommendation.

1. From Teachers

- ▶ Appealing the MOEHE to mitigate the burden on the teachers.
- ▶ Giving more time for the implementation of the initiatives.
- ▶ Psychological support sessions for the teachers.
- ▶ Enhancing the previous training with other complementing and supportive trainings for teachers.
- ▶ More understanding of the MOEHE, and the school management of the teachers' work.
- ▶ Better coordination mechanism of the project- currently coordination through the MOEHE.
- ▶ The inclusion of school management more.
- ▶ Seeking greater support of school administration, the MOEHE, and TCC in communicating with other institutions to have access to their facilities.
- ▶ Continuous rewards and incentives.
- ▶ Mitigating the restrictions of procurement procedures.
- ▶ Increasing money assigned for the activities.
- ▶ Extra teacher trainings.
- ▶ Monthly meetings- intensive communication.
- ▶ Enhance networking between teachers.
- ▶ The inclusion of families in the project's activities.
- ▶ Working with the supervisors creates a better understanding by the supervisors of the teachers, and mitigates the obstacles that they put.
- ▶ More motivation for teachers.
- ▶ There should be a mutual trust between teachers, supervisors and TCC staff.



- ▶ Targeting other grades like 9th-12th grade because they need this kind of project.
- ▶ Networking and regular meetings between TOT, its administration, and coordinators should be facilitated to discuss project's affairs, progress, challenges and needs together.
- ▶ The continuation of the project and the need of more training.
- ▶ The need of more time, and choosing the appropriate time of the year..
- ▶ More meetings with parents.

2. From Parents

- ▶ More attractive activities for children (the continuation of similar activities of the initiatives).
- ▶ Making use of school buildings after working hours and providing safe areas of playing for children.
- ▶ Have free of charge activities- or nominal fees because the economic situation is really difficult.
- ▶ Intensive joint activities for children and their mothers such as group breakfasts, and open meetings.
- ▶ Psychological support sessions for mothers.
- ▶ A greater communication with parents through intensifying meetings, raising parents awareness, and improving better ways of cooperating with parents.
- ▶ Focusing on behaviors and values.
- ▶ Focusing on capacity building for teachers.
- ▶ Intensifying English lessons, and the provision of qualified English teachers.
- ▶ Bigger focus and attention to learning difficulties.
- ▶ Conducting joint activities with children.
- ▶ The continuation of extracurricular activities with children.
- ▶ Reading and thinking activities.
- ▶ Remedial courses/lessons.
- ▶ Tours and Visits to different places for example, Stork Tower (Burj Al-Laqlaq).
- ▶ Workshops for parents on how to deal with children.





3. From Stakeholders

- ▶ Increasing the number of project employees.
- ▶ A bigger role for family and Jerusalemite institutions like CBOs.
- ▶ Targeting new areas.
- ▶ Targeting the schools in the old city of Jerusalem.
- ▶ Implementing initiatives earlier.
- ▶ Promoting the use of technology like, WhatsApp groups.
- ▶ Capacity building for CBO's institutions in Jerusalem to have a bigger role in the implementation process.
- ▶ Extra trainings for teachers.
- ▶ Appointing better time for teachers' trainings for instance, before the beginning of the academic year.
- ▶ Raising the incentives, rewards, and the money dedicated for the initiatives.
- ▶ Need of more trainings in the mental health field to build teachers capacity to deal with students instead of sending them to medical centers.
- ▶ Mitigating the burden on teachers.
- ▶ Enhancing the orientation towards extracurricular activities.
- ▶ Financial incentives are important.
- ▶ Intensive and continuous meetings
- ▶ Enhancing knowledge transference between teachers and parents.
- ▶ A better and bigger supervision on teachers.
- ▶ Assigning time for the initiatives.



Annexes

Question Sets

1. Interviews:

1.2 Key Informant Interviews – Project Staff and Management

Introduction Script

“Hello, my name is X and I am a researcher at ABC Consulting. We have been hired by TCC to conduct an evaluation of TCC’s project **“Restoring the socio-academic functioning of Palestinian children suffering from socio-academic dysfunction associated with the ongoing Political Violence”** funded by the Luxembourgish Cooperation. The information gathered through this evaluation will be used to help TCC understand the level to which their project achieved its goals and met the needs of people in your community. This will support them in improving their projects and implementation in the future.

I’d like to thank you for your participation. Participating in this interview is completely voluntary, meaning that you do not have to participate if you do not want to, and there will be no negative consequences if you decide not to participate. In no way will this affect your ability to access resources or participate in projects in the future. Please feel free to respond to questions and participate in discussion openly and honestly. This discussion is entirely confidential, meaning that your name and specific identifiers will not appear anywhere on the data collected. We would like to audio record the session with your permission. The session will take 30 minutes to 1 hour. Do you have any questions?

[Obtain oral consent]

Question Set

Describe the project activities and outputs that have been undertaken or realized during the life of the project.
What were the successes of the project?
What were the challenges that the project faced?





<p>Describe the process of the project design. Who participated in designing the project? How were opinions and views of different stakeholders collected and considered?</p>
<p>What assumptions were made at different levels of the project logical framework/theory of change?</p>
<p>Did you have a background on socio-emotional learning techniques before the project? Do you feel that you and your team were well prepared to run this project, considering the newness of the concept?</p>
<p>To what extent was the project relevant to the needs and priorities of the target Jerusalemite children suffering from low socio-academic achievements?</p>
<p>Has involvement/project mobilized communities and parents and received their support?</p>
<p>Were there any delays in implementation or need for more time and resources put into certain activities than expected?</p>
<p>Describe the supervision provided by the project staff for trained teachers. What were challenges in this regard?</p>
<p>Were the human and financial resources allocated to the project sufficient? Explain.</p>
<p>Did the project meet the needs of the Jerusalemite teachers? To what extent has the project bridged the capacity gap of Jerusalemite teachers in terms of using the socio-emotional learning theory in improving children socio-academic functioning?</p>
<p>To what extent has the project influenced teachers' attitudes regarding the socio-emotional learning theory? What about attitudes towards children's rights, child-centred approaches, justice and inclusion?</p>
<p>Have the socio-emotional learning theory and providing children with the socio-emotional learning skills contributed to improving their socio-academic performance? Explain.</p>
<p>What unexpected results has the project had (positive or negative)?</p>
<p>Describe the project's work with the MoEHE and its different departments. What were successes of the partnership? What were challenges and how were they overcome? Has the project influenced the policies of the Ministry of Education in relation to the socio-emotional learning theory? If yes, how ?</p>



What kind of agreements were made for multi-sectoral coordination? Specify their quality and scope.
What are the prospects for sustainability of the action? In what way has the project contributed to the creation of sustainable learning and capacity building resources for Jerusalemite teachers ?
To what extent do you think this project is applicable and needed in other areas of West Bank and Gaza Strip? Specify which areas with justification.

1.3 Key Informant Interviews – Local Stakeholders

(School teachers received TOT, basic stage teachers participated in capacity development workshops)

Introduction Script

“Hello, my name is X and I am a researcher at ABC Consulting. We have been hired by TCC to conduct an evaluation of TCC **“restoring the socio-academic functioning of Palestinian children suffering from socio-academic dysfunction associated with the ongoing Political Violence”** project funded by the Luxembourgish Cooperation. The information gathered through this evaluation will be used to help TCC understand the level to which their project achieved its goals and met the needs of people in your community. This will support them in improving their projects and implementation in the future.

I'd like to thank you for your participation. Participating in this interview is completely voluntary, meaning that you do not have to participate if you do not want to, and there will be no negative consequences if you decide not to participate. In no way will this affect your ability to access resources or participate in projects in the future. Please feel free to respond to questions and participate in discussion openly and honestly. This discussion is entirely confidential, meaning that your name and specific identifiers will not appear anywhere on the data collected. We would like to audio record the session with your permission. The session will take 30 minutes. Do you have any questions?
[Obtain oral consent]





Question Set

Describe your involvement in the project.
Was the project relevant to the needs of Jerusalemite children suffering from low socio-academic achievements?
Do the capacity building resources created by the project meet the needs of Jerusalemite teachers and contribute to mutual learning and capacity building? To what extent?
To what extent did the project influence teachers' attitudes regarding the socio-emotional learning theory, children rights, child-centered approach to learning, justice and inclusion of children with disabilities?
Were you involved in any written agreements for multi-sectoral coordination? If so, describe the quality and scope of these agreements? What effect did they have on the ground?
To what extent has the project influenced the policies of the MoEHE in relation to the socio-emotional learning theory? What is expected in the future in this regard?
Were there any delays in the implementation of the project training/activities or issues with coordination and supervision? How do you describe your relationship with the project staff?
Is this project applicable and needed in other areas of the West Bank and Gaza Strip? Specify where with justification.

2. Focus Group Discussion

2.1 Focus Group Discussion with TOT Teachers

Introduction Script

“Hello, my name is X and I am a researcher at ABC Consulting. We have been hired by TCC to conduct an evaluation of TCC **“restoring the socio-academic functioning of Palestinian children suffering from socio-academic dysfunction associated with the ongoing Political Violence”** project funded by the Luxembourgish Cooperation. The information gathered through this evaluation will be used to help TCC understand the level to which their project achieved its goals and met the needs of people in your community. This will support them in improving their projects and implementation in the future.



I'd like to thank each of you for coming here today. Participating in this focus group discussion is completely voluntary, meaning that you do not have to participate if you do not want to, and there will be no negative consequences if you decide not to participate. In no way will this affect your ability to access resources or participate in projects in the future. Please feel free to respond to questions and participate in discussion openly and honestly. This discussion is entirely confidential, meaning that your name and specific identifiers will not appear anywhere on the data collected. We would like to audio record the session with your permission. The session will take 1-2 hours. Are there any questions?

[Obtain oral consent]

Question Set

To what extent has the project addressed your needs and priorities? What about the needs and priorities of other teachers?
Describe the capacity of the teachers you trained in regards to the socio-emotional learning theory. What were their attitudes toward this theory/issue? What changes did you see in these teachers in this regard?
Have teachers' attitudes changed in regards to children's rights, child-centered approaches to learning, justice and inclusion of children with disabilities? To what would you attribute these changes (if any)?
Describe the Jerusalem Teacher Protocol. To what extent is it being used in Jerusalemite schools? How effective is it? How could the protocol or it's administration be improved?
To what extent has the project addressed the needs of your students? (Specifically those that suffer from low socio-academic achievement.)
Has the socio-academic achievement of these students been raised as a result of the project?
To what extent has the project impacted the beliefs of students in relation to human rights, international law, social justice, cultural diversity and respect for other nations and groups, peaceful conflict resolution, dialogue and global citizenship values?
Have communities and parents been mobilized though the project activities? Are they supportive of the work? Describe.





Were the activities facilitated and/or provided in a timely and organized manner?
Describe your interaction with project staff. To what extent were you provided with supervision? Were you satisfied with it?
To what extent has the project influenced the policies of your schools and the MoEHE in general? Give specific examples of influence.
What recommendations do you have?

2.2 Focus Group with Other Teachers

Introduction Script

“Hello, my name is X and I am a researcher at ABC Consulting. We have been hired by TCC to conduct an evaluation of TCC **“restoring the socio-academic functioning of Palestinian children suffering from socio-academic dysfunction associated with the ongoing Political Violence”** project funded by the Luxembourgish Cooperation. The information gathered through this evaluation will be used to help TCC understand the level to which their project achieved its goals and met the needs of people in your community. This will support them in improving their projects and implementation in the future.

I’d like to thank each of you for coming here today. Participating in this focus group discussion is completely voluntary, meaning that you do not have to participate if you do not want to, and there will be no negative consequences if you decide not to participate. In no way will this affect your ability to access resources or participate in projects in the future. Please feel free to respond to questions and participate in discussion openly and honestly. This discussion is entirely confidential, meaning that your name and specific identifiers will not appear anywhere on the data collected. We would like to audio record the session with your permission. The session will take 1-2 hours. Are there any questions?

[Obtain oral consent]



Question Set

To what extent has the project addressed your needs and priorities?
Describe your and other teachers' capacity in regards to the socio-emotional learning theory before and after the project. What were your and other teachers' attitudes toward this theory/issue before and after the training?
Have your and other teachers' attitudes changed in regards to children's rights, child-centered approaches to learning, justice and inclusion of children with disabilities? To what would you attribute these changes (if any)?
Describe the Jerusalem Teacher Protocol. To what extent is it being used in Jerusalemite schools? How effective is it? How could the protocol or its administration be improved?
To what extent has the project addressed the needs of your students? (Specifically those that suffer from low socio-academic achievement.)
Has the socio-academic achievement of these students been raised as a result of the project?
To what extent has the project impacted the beliefs of students in relation to human rights, international law, social justice, cultural diversity and respect for other nations and groups, peaceful conflict resolution, dialogue and global citizenship values?
Have communities and parents been mobilized through the project activities? Are they supportive of the work? Describe.
Were the activities facilitated and/or provided in a timely and organized manner?
Describe your interaction with project staff. To what extent were you provided with supervision? Were you satisfied with it?
To what extent has the project influenced the policies of your schools and the MoEHE in general? Give specific examples of influence.
What recommendations do you have?





2.3 Focus Group with Parents

Introduction Script

“Hello, my name is X and I am a researcher at ABC Consulting. We have been hired by TCC to conduct an evaluation of TCC **“restoring the socio-academic functioning of Palestinian children suffering from socio-academic dysfunction associated with the ongoing Political Violence”** project funded by the Luxembourgish Cooperation. The information gathered through this evaluation will be used to help TCC understand the level to which their project achieved its goals and met the needs of people in your community. This will support them in improving their projects and implementation in the future.

I'd like to thank each of you for coming here today. Participating in this focus group discussion is completely voluntary, meaning that you do not have to participate if you do not want to, and there will be no negative consequences if you decide not to participate. In no way will this affect your ability to access resources or participate in projects in the future. Please feel free to respond to questions and participate in discussion openly and honestly. This discussion is entirely confidential, meaning that your name and specific identifiers will not appear anywhere on the data collected. We would like to audio record the session with your permission. The session will take 1-2 hours. Are there any questions?

[Obtain oral consent]

Question Set

To what extent has the project addressed your needs and priorities?
To what extent has the project addressed the needs of your child?
Has the socio-academic achievement of your child been raised as a result of the project? Explain how.
To what extent has the project impacted the beliefs of your child in relation to human rights, international law, social justice, cultural diversity and respect for other nations and groups, peaceful conflict resolution, dialogue and global citizenship values?



To what extent do you support the project? Morally, volunteering your time, following up with your child at home, etc.?
Were the activities facilitated for you and your child in a timely and organized manner?
Describe your interaction with trained teachers. Were you satisfied with their work?
To what extent has the project influenced the policies of your school? Give specific examples of influence.
What recommendations do you have?

3.Survey

3.1 Draft Survey for Teachers

Section 1: Demographical information: gender, age, location of residence, location of school, grades taught, years in profession, years of schooling and type of degree.

Section 2: Background on project involvement: TOT or trained teacher, description of initiative(s) undertaken, satisfaction with project organization and timeliness.

Section 3: Results of project.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Don't know	Don't want to answer
The project has addressed my needs as a teacher.								
The project has changed my attitude toward the socio-emotional learning theory in a positive way.								
I am more interested in child rights as a result of the project.								





I am more willing to use child-centered learning in my classroom as a result of the project.								
I am more interested in promoting inclusion of children with disabilities at my school because of my participation in the project.								
The policies of my school have changed to promote better socio-emotional learning.								
The policies of the MoEHE have changed to promote better socio-emotional learning.								
I expect to use socio-emotional learning activities and practices in my classroom in the near future (this academic year).								
I expect to use socio-emotional learning activities and practices in my classroom in the long-term.								
I have access to resources related to socio-emotional learning.								
Supervision by the project team was adequate.								
Project activities were carried out in a timely and organized manner.								
Parents of students that participated in the project are morally supportive of the work.								



Parents of the students that participated in the project have taken concrete actions to support the work.								
The activities of the project are a need for students with low socio-academic achievement.								
Students that participated in the project have improved socio-academic achievement because of their participation.								
Participation in the activities/ initiatives has reinforced students' beliefs in human rights, international law and social justice.								
Participation in the activities/ initiatives has reinforced students' beliefs in cultural diversity, respect for other nations, peaceful conflict resolution, dialogue and global citizenship values.								

3.2 Draft Survey for Parents

Section 1: Demographical information: gender, age, location of residence, location of school, years of schooling, number of children, age of child that participated in project

Section 2: Results of project





Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Don't know	Don't want to answer
The project has addressed my needs as a parent.								
The project has addressed the needs of my child.								
My child has improved socio-academic achievement because of his/her participation.								
Participation in the activities/ initiatives has reinforced my child's beliefs in human rights, international law and social justice.								
Participation in the activities/ initiatives has reinforced my child's beliefs in cultural diversity, respect for other nations, peaceful conflict resolution, dialogue and global citizenship values.								
Activities were carried out in a timely and organized manner.								
I am morally supportive of the work of the project.								
I have taken concrete actions to support the work of the project.								



The teachers that were involved in the project and with my child were well-equipped to conduct the activities.								
I have more awareness as a parent of the socio-emotional needs of my child.								
The policies of my school have changed to promote better socio-emotional learning.								

Parental Consent Form

Parental Consent form for Child Participants

Mid-Term Evaluation of Tamer Institute’s project ‘Enhancing Participatory Learning Approaches in Palestine’

Your child has been invited to join a research study to evaluate the activities he/she participated in at school and the local library. Please take whatever time you need to discuss this with anyone or anyone you wish to. The decision to let your child join, or not to join, is up to you.

In this evaluation study, we seek to understand the extent to which Tamer Institute enhanced participatory learning approaches in schools and libraries by conducting focus groups with children and parents.

WHAT IS INVOLVED IN THE STUDY?

Your child will be asked to answer a few questions in a group setting about the classes and activities he/she participated in and do a drawing of her school or library. We think this will take him/her 30 minutes. The investigators may stop the study or take your child out of the study at any time they judge it is in your child’s best interest. They may also remove your child from the study for various other reasons. They can do this without your consent. Your child can stop participating at any time without consequences.





CONFIDENTIALITY

Your child's name will not be used when data from this study are published. Every effort will be made to keep research records and other personal information confidential.

YOUR RIGHTS AS A RESEARCH PARTICIPANT

Participation in this study is voluntary. Your child has the right not to participate at all or to leave the study at any time. Deciding not to participate or choosing to leave the study will not result in any penalty or loss of benefits to which your child is entitled, and it will not harm his/her relationship with his teachers and care-givers.

CONTACTS FOR QUESTIONS OR PROBLEMS

Call Waddah Abdulsalam at 0599666678 or email at info@abc.ps if you have questions about the study.

Permission for a Child to Participate in Research

As parent or legal guardian, I authorize _____
(child's name) to become a participant in the research study described in this form.

Parent or Legal Guardian's Signature

Date

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