



**Project Evaluation**

**“Community Parents Schools Collation’s (CPSC)”**

**Component of the Project**

**“Cultivating Inclusive & Supportive Learning Environments (CISLE) in Jordan’s Schools”**

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## Abbreviations

CISLE	Cultivating Inclusive & Supportive Learning Environments
COP	Communities of Practice
CPSC	Community Parents Schools Coalitions
MCS	Model Community Schools



## Executive Summary

This report evaluates the component “**Community Parents Schools Collations**”, which is a component of the project “**Cultivating Inclusive and Supportive Learning Environments (CISLE)**”. The evaluation methodology depended on qualitative analysis. The consultants conducted 23 focus groups’ discussions with targeted local community members, parents, schoolteachers and students. In addition, the consultants conducted six interviews with representatives of local associations. The evaluation analysis targeted the project areas, i.e. 20 Jordanian government schools located in Jerash, Ajloun, Irbid, Mafraq, Zarqa, and Amman.

The evaluation concluded the following;

“Community Parents Schools Collations” component objectives were clear and well defined, and the component significance is widely understood among the local community / parents and teachers. Noting that the component objectives have met the needs of both the schools and the local communities to develop the component’s desired relationships, in addition to building the reciprocal community partnership, between the school, the local community, and the local associations.

CPSC’s component achieved positive relationships based on values of cooperation, respect, and shared responsibility through the implementation of the “**participatory approach**” in the component’s different activities. The nature of the relationships between the local community / parents and the school changed from negativity and hostility to acceptance and positivity.

The Community Parent School Coalition (CPSC) succeeded in building bridges between Jordanians and Syrians and reduced disparities among citizen groups socially and culturally, by building the capacity of the community to acquire new skills and social resilience to resist any social dysfunctions, which if left alone may lead to many



negative effects on all the host community members. Moreover, the project helped these targeted communities to face unforeseen circumstances, such as the Syrian crisis and its impact on the school, the students and the whole community.

CPSC's component improved the interaction between Jordanian and Syrian students, which resulted in better understanding and acceptance of the student's needs and problems, hence, the component provided new ways to deal with them.

CPSC's Component design fitted the project objectives, which sought to build comprehensive and constructive relationships between the school and the local community indicating the high efficiency of the project.

CPSC's component built the capacity of the local community members in (1) strategic planning, (2) fundraising, (3) media, (4) income generation projects, (5) Student training, (6) Homework Village, and (7) teacher training. The project developed their performance skills, enhanced their self-confidence, nurtured philanthropy, and motivated achievement, which also enhanced the culture of volunteerism through teamwork, and building a common vision within the community.

The consultants found that while the project succeeded in achieving its intended results in building the capacities of the beneficiaries which should help them carry on with the project goals beyond the project lifecycle as they stated, However the beneficiaries feels that the QRTA future support is still preferred to maintain the project impact and it would help them more in guarantee the collaboration between all parties as QRTA has a good reputation in the local communities.

As for the evaluation **recommendations**, the consultants recommend the following:

- Activate the role of the local community / parents and students in collaboration with the teachers through the Community Parent School Coalition (CPSC) and under the supervision of the Queen Rania Teacher Academy. In order for this



process to happen, the component “Community Parents Schools Collations” should continue its implementation, and this component should find ways to strengthen and to develop its positive trends in order to ensure continuity.

- Better Coordination with the Ministry of Education to implement CPSC’s component under the umbrella of the ministry of education and educational districts in the field, which grants wider powers to the members of the Community Parents Schools Coalitions (CPSC).
- Integrate community organizations more broadly through action plans, which support and develop participation mechanisms for the planning and organizing of the Community Parents Schools Coalitions (CPSC) activities and establish a system of incentives for those organizations.
- Develop the system of incentives to motivate the participants to work in the project and to engage them in the joint work between the school and the local community, either through monetary or moral incentives.
- Exchange of experience between the participating schools more frequently to promote the culture of dialogue, to encourage the investment of resources in the best way possible, through school reciprocal visits to view similar experiences on the local and regional level.
- Develop active teaching methods and techniques based on extracurricular activities.
- Consider the consequences of any changes in the implementation plans; for example, changing the time of implementing certain activity will imply additional cost on the participants.



## Project Summary

In response to the political crisis in Syria, the Government of Jordan and the Ministry of Education have put several measures in place to support and accommodate the Syrian refugees, including allowing refugee children to enroll in Jordan's public schools. As a result of Queen Rania Teacher Academy (QRTA) experience in emergency education, QRTA received a fund from the USAID to implement "Cultivating Inclusive and Supportive Learning Environment" in Jordan's public schools. CPSC's component was implemented over a period of one year starting from 2014 until 2015 and targeted six governorates located in the center and northern of Jordan where high concentrations of Syrian refugees exist (Amman, Irbid, Al-Zarqa', Jerash, Ajlun, and Al-Mafraq).

The component utilizes a "whole community" approach that engages all stakeholders for school improvements, and will foster a sense of shared responsibility for local education in the target communities by enhancing community outreach and providing capacity building for key stakeholders. The program communities and parents to create dynamic community-school partnerships that contribute to the institutionalization of participatory approaches to community reform and create a sense of ownership and responsibility among Syrians and Jordanians.

In relation to the above, one of the CPSC's components involves establishing 20 Model Community Schools (MCS) in the following governorates: Amman, Irbid, Az-Zarqa', Jerash, Ajlun, and Al-Mafraq. Additionally, the program implemented Community-Parent-School Coalition (CPSCs) in MCS to encourage parent, school and community support and solidarity between Jordanian and Syrian communities and integrated communities of practice (CoP) and the professional development to a larger community of schools (between 20 MCS and three neighboring schools).

MCSs will establish CPSCs and reach out to the overall community by:



- Developing an integration and awareness program targeting Jordanian and Syrian students and their families;
- Creating a sense of ownership and responsibility among all parties within the school and community.
- Strengthen community-school support connections to implement sustainable learning & extra-curricular programs within each school.

The framework for CPSC's is designed as follows:

- To encourage community involvement and build the capacity of the community by offering a forum for parents, teachers students and community members to work collectively towards a common goal.
- To present CPSC's training to students, teachers and community members in: organizational capacity building; planning for development of community/school improvement; extra-curricular activities; effective communication; school fundraising and networking; income generation projects and book accounting; shared responsibility for education.

After forming CPSCs and before implementing CPSCs' activities, CPSC members received trainings on the following topics:

- Strategic planning training
- Fund raising training
- Media training
- Income generation project training
- Students training
- Homework village training
- Teacher training



Once the strategic planning training was completed, CPSC's developed their activities' plan for 6 months. And during the last 6 months all CPSCs conducted the activities according to their plans.

## Evaluation Objectives

The study designed the evaluation process based on four parts represented by:

- 1- **Effectiveness** that means accomplishing the set objectives or matching the objectives with the results, the extent of clarity of the vision, the objectives, the values, and the target groups that the component adopted with the desired impact that the component intends to achieve. The study explored with the targeted groups their degree of awareness of the component and objectives. The study also tried to shed light on the nature of the relationship that links the school with the local community after the implementation of the component, the role of activities in achieving results, and the extent of their match with the component's objectives.
- 2- **Efficiency** means that the component's implementation mechanism was done properly in terms of planning, organization, control and monitoring, where the component's work mechanisms are defined, starting with identifying needs and ending with component design, activities' implementation, and measuring the affect of these elements on the quality of the component's outputs.
- 3- **Sustainability** means that the component is able to continue providing its activities even after that Academy's funding has stopped. According to the component documents, the Community Parent School Coalition (CPSC) should consult with relevant stakeholders on ideas how to continue the development process after the component ends. Although, there are challenges that may hinder the component's sustainability, there are resources, including people, who may



support the project's objectives and the sustainability process, which would make it much easier to keep.

- 4- **Impact** means the way to capture the positive change in the people's opinions in regards to their thoughts of the relationship between the school and the local community, as the component targets the long run. Thus, we are able to capture the school needs with the backing and support of the local community organizations.

## Methodology

In this evaluation study, we used the qualitative approach as means to discuss issues related to trends, attitudes, and their formation. In addition, we used this approach to measure the extent of the component to meet its set objectives, i.e. knowing the participants' opinions and the extent of impact the project has reached, due to participation in the component's implemented activities. Moreover, this methodology enabled the researcher, in limited time, to identify the types of responses and reactions on the component we are evaluating.

The methodology elements consisted of the following:

### ***Literature Review:***

The consultants reviewed all relevant literature in regards to the community school in Jordan, or what relates to the general community participation concept, in order to view the development of the '*community participation*' concept, its relationship with the school, and the intellectual trends that adopt the participatory and interactive approach in education.

### ***Focus Groups Discussion:***

This study held 23 focus group discussions that included the following group categories:

1. First Group: It consisted of nine focus groups, representing the local community and parents (men and women) that are active in the “Community Parents Schools Collations (CPSC)” component.
2. Second Group: It consisted of eight focus groups, comprising of schoolteachers and school management that are active in the “Community Parents Schools Collations (CPSC)” component.
3. Third Group: It consisted of six focus groups, including students that have participated in the “Community Parents Schools Collations (CPSC)” component.

### ***In-Depth Qualitative Interviews***

This study conducted six in-depth qualitative interviews with representatives of the local associations, which had an active role in the component “Community Parents Schools Collations”.

## **Sample**

Given the importance of contributing local community members, including parents and local organizations / associations, in supporting the development efforts of the community, and that the school is the tool for development through its educational field and youth upbringing. Hence, the study sample had to include all stakeholders that are key component of the project. The sample included schoolteachers and management, in addition to students, local community members / parents, and local organizations / associations that are active participants in the component "Community Parents Schools Collations", distributed over the component 's 20 schools. (Annex (2) includes the sample distribution based on target schools.)



## Sample Recruitment

The study conducted the sample recruitment according to the 'characteristics of participants' criteria indicated in the sample guide. The mechanism for the sample recruitment was as follows:

- Connect with a number of stakeholders to provide suggested names of people that fit the criteria of the targeted sample for the area selection, i.e. north and middle of Jordan.
- Review the proposed lists, and select participants based on their gender, occupation, association / organization, and their work with, and role in the implementation of the component.
- Notify participants of the place and time for the meeting
- Implement the session after confirming that the attendance list has matched the candidate names and the sample selection criteria.

## Data Collection and Analysis Method

The researchers managed the focus groups' discussion by topics using a preset discussion guide, based on key questions. These questions gave room for the participants / organizations to brainstorm ideas. The same method was applied on the interview, i.e. according to specific interview schedule and guide, where the researcher asked for the consent of the participant being interviewed to voice-record the interview, and for the research team member, who was acting as an observer in the interview, to jot down some notes. Later, after the interview and the focus group discussions were over, the research team conducted a session for the initial summarizations of findings, documenting comments of the research team (the interviewer and the observer), and for tabulating the recorded texts.



The study used two types of information analysis:

**Coding:** The study conducted the analysis by tabulating text according to its major topics and putting codes on each group of answers, then cross-referencing them to the study questions.

**Matrices:** The study sorted text after its tabulation in special matrices that expressed the extent of the answers' compatibility or dissimilarity, and then presented them through specific variables.

## Presentation Mechanism and Discussion of Results

The study analyzed the data and tabulated its content through qualitative research mechanisms and tools that are present under the section, "Discussion of Results", which discusses the study pillars that represent the main guidelines for this study's objectives. Then the study presents the outputs for each pillar, highlighting the most important results for each pillar, presenting the pillar outputs with detail, indicating the dialogue and discussion that happened with participants and that relates to the preset guide questions. Later, the study provides analysis for these discussions and presents conclusions through summaries that highlight the most important findings for these pillars.

## Fieldwork Challenges and Scope of Work

The evaluation methodology depended on qualitative analysis. The consultants conducted 23 focus groups' discussions with targeted local community members, parents, schoolteachers and students. In addition, the consultants conducted six interviews with representatives of local associations. The evaluation analysis targeted the component areas, i.e. 20 Jordanian government schools located in Jerash, Ajloun, Irbid, , Mafraq, Zarqa, and Amman. Queen Rania Teacher Academy assisted the consultants to choose the component samples for schools and beneficiaries. While



conducting the component evaluation, the consultants worked with the Academy to collect component information and know the component's objectives and mechanisms of implementation.

The consultants faced the following challenges while conducting the evaluation:

- 1) **Teachers and managers school transfers**, the Ministry of Education moved some of the teachers and school managers among different public schools, where some of these schools were not among the component's schools. The evaluation team had to track down the teachers and the managers, who managed the school Community Parent School Coalition (CPSC) in previous years, to include them in the focus group's discussions.
- 2) **Students' movements**, some students had moved to higher grades, where their academic studying became much more difficult, hence, they had less time to get involved in the schools' Community Parents Schools Coalitions (CPSC) activities; it was also difficult for the evaluation team members to let them participate in the focus groups' discussions. Other students had moved schools, which was difficult to track them down to participate in the focus groups' discussions.
- 3) **Focus groups time scheduling**, this was the biggest challenge for the evaluation team members. The team members tried to be flexible in accommodating the time that was suitable for all participants of the focus group discussions.

## Results and Discussion

The study centers on four parts, related to evaluation main concepts. This report will outline the pillars then the description part, which is followed by the analysis stage, the outcomes and the conclusions.

## **Part One: Effectiveness**

In this part of the study, you will know the extent of the component effectiveness by the degree of matching project component objectives with results. The study reviewed and analyzed the level of awareness for the component’s significance and clarity of objectives among the component team members at the Queen Rania Teacher Academy and among the targeted group, which included the local community / parents, school teachers and management, students, and a number of community based organizations (CBO’s)(organizations) representatives that participated in the component.

### **Pillar One: Level of Awareness for the Significance of the CPSC’s component and Clarity of Project Objectives**

#### ***Output (1): “Community Parents Schools Collations” Project component Objectives’ Clarity, according to the Local Community / Parents, School teachers and Students***

Opinions and discussions raised by the local community members / parents in regards to their familiarity with the “Community Parents Schools Collations (CPSC)” component objectives presented the extent of compatibility of the desired component’s objectives.

Most participants of the focus groups’ discussions had the opinion that the component

***“The component aims to build supportive environment for the local community surrounding the***

aims to build supportive environment for the local community surrounding the school. Participants in Bani Kennah, Marka, and Sweileh also expressed the same viewpoint, where the parents asserted,

***“The component aims to create activities that***

***benefits the local community and the school.”*** A few of the local community / parents members in Ramtha and Al Shajarah indicated, ***“The component aims to build “love bridges” between parents, school, and students.”*** They added, according to their opinion, ***“This would happen by integrating the local community members in the school, so as they become part of it and the school becomes part of the local community.”***



As for the significance of the component, some members of the local community / parents cited, ***“The school becomes not only for the students, but also useful for all who live around it.”*** Participants from Bayader Wadi El Seer reflected a similar idea said, ***“This would achieve communication and cooperation between the parents, the school and the students.”*** While parents from both Mafraq and West Badiyah were more precise, expressing the component’s significance and objectives, they stated, ***“The component formed the Community Parent School Coalition (CPSC) through the local community, parents, school teachers, and nearby schools, to integrate the school with the local community, so as to help solve the school’s problems.”***

The aforementioned focus groups’ viewpoints, also, agreed with the content of the interviews conducted with the representatives of the local associations that are participants of the Community Parents Schools Coalitions (CPSC). **The interviews asserted that the component came to strengthen the relationship between the community and the school, being the essential educational institution, which must play an active role in the community collaborating with all the local community active organizations and associations.**

Most of the teachers said, ***“The component came to assist the school to solve its problems and to strengthen its relationship with the parents.”*** One member expressed, ***“The component created links, communication and collaboration between the community and the school.”*** Hence, the focus group participants agreed that the component has a degree of importance. Participants in Ramtha and Al Shajarah expressed, ***“We get support and counseling from the local community,”*** indicating all forms of financial and moral support. Most of the teachers in Sweileh, Bayader Wadi El Seer, Zarqa, and Bani Kennah agreed with the aforementioned

opinion and added, ***“The component seeks to merge the surrounding schools in order to***

***“The component formed joint coalitions consisting of parents, students, and teachers to resolve problems facing both the community and the school.”***



***allow the exchange of experience among a number of schools.”***

Whereas, others from West Badiah cited, ***“The component formed joint coalitions consisting of parents, students, and teachers to resolve problems facing both the community and the school.”*** However, teachers from Ajloun - Anjarah only differed in the description of the component and its significance, they said, ***“The component should have started by equipping a computer and science laboratory before putting its attention on the relationship between the school and the local community / parents.”*** Most of the female teachers in the Marka area said, ***“The component should continue its communication efforts with the local community, as the school is not responsible for the strengthening process for this kind of relationship.”***

The students' opinions varies in regards to the component objectives and significance. Two girls studying at Al Quds School at Nuzha, Marka district, said, ***“I know that this component provides assistance to the poor.”*** Whereas, the majority of the students at the focus groups' discussions expressed, ***“The component is important and is of great value.”*** According to students in Mafraq ***“The objective of this component is create safe and stable society .”*** They also added, ***“The component engages students, builds their capacities, and develops their cultural values, and increases their knowledge and level of academic achievement.”*** Some students from Sweileh and Bayader Wadi El Seer said, ***“The component objective is to develop the community and to create links with the neighboring schools.”*** A small number of female students also added, ***“The component aims to let them be collaborative with each other.”*** While two students said, ***“The component was created to make students happy, to teach them, and to make them work,”*** in indication to the important role of the Community Parents Schools Coalitions (CPSC) on the students. They also added, ***“To encourage students to be better academic achievers.”***



Reading and analyzing the views of participants in the focus groups' discussion, which focused on the extent of their knowledge of the component objectives and its significance, we observe that the consensus was close between the three-targeted groups (local community / parents, teachers and students).

For their part, the teachers, from all areas of the component, said that the component came to assist the school in solving its problems, which both the school and the local community are facing. A topic that the Community Parent School Coalition (CPSC) aims to tackle, through its objectives to assist community members to unite against challenges and to contribute effectively in the development process. Adding that the component is important in the respect that its teachers will receive advice and guidance from the parents and the local community representatives, through interactions that strengthens the structure of society and enables it to resist disintegration and chaos at tough times. Moreover, the friction and the exchange of experience between individuals and groups subjects them to indirect learning processes and converts them to a driving force that influences their society, **which is the core of what this component seeks.**

Although, a few schoolteachers reflected traditional methods in educational development, which is limited to the idea that the greater concern should be issues of curriculum and educational facilities, without taking into account the importance of participating those that are outside the school's boundaries, represented by the local community / parents. This indicates the status of the challenge of adopting modern educational theories, which might hinder the component goals. However, this study finds these challenges negligible on the analytical and conclusion level.

We conclude, from the aforementioned, that there is convergence of shared knowledge between the component implementer, represented by Queen Rania Teacher Academy, and the local community / parents, and representatives of the local associations,



teachers and students, in terms of clarity of objectives, availability of conviction, and belief in the importance of these objectives for all parties.

The objective for building supportive environment, as stated by the majority of participants, was the well-defined objective with its terms that included, ‘building bridges and establishing participatory interactive relationships, and their impact on the community in terms of security and stability.’ **The schoolteacher and the local community / parents were aware and familiar with the CPSC’s component objectives.**

However, when we analyzed the students’ opinions, we found them familiar with the component in general terms, but not to the level that amounts to deep understanding and knowledge of its objectives, and their importance. The students’ statements were on the concept type, such as, **“The component *is important and has a significant benefit.*”** The students did not mention how the component is important, or how the component supports the poor, or for an example, the students said, **“the component *is important so as to study.*”**

Hence, this leads us to conclude that there is a misconception of the actual component objectives among the students. They did not get the component information directly and clearly, during the initial project meetings, which resulted in prompting the students to judge the component goals through its activities, indicating that there are shortcomings in understanding and knowing the real component objectives among the students.

However, the student were not far from knowing the component objectives, such as when they reported, **“...to build a safe and stable community,”** and, **“... encourage volunteering,”** and, **“...helping the needy.”**

Hence, we conclude the following:

- 1) The component objectives are clear and well defined, and the component significance is widely understood among the local community / parents, and the teachers. Noting that the component objectives have met their needs for developing the relationship, and building the reciprocal community partnership, between the school, the local community, and the local associations.
- 2) The positive trend towards the participation in the Community Parent School Coalition (CPSC) has reflected the following:
  - a) The firm conviction for the importance of the role of these coalitions in advancing and developing the society,
  - b) The desire to engage in community volunteer work, and
  - c) The active participation role of the local associations in the component.
- 3) The convergence of the “Community Parents Schools Collations” component’s objectives with the desires and needs of the local community / parents and the school reflects the effectiveness of the component in achieving its set out goals.

Pillar Two: the nature of relationship between the schoolteachers / students and the local community / parents

***Output (1): Positive relationships based on values of cooperation, respect, and shared responsibility***

The discussions with the local community members/ parents at the schools that had implemented the component “Community Parents Schools Collations” showed fundamental changes in the type of the relationship between them and the school, represented by the teaching staff and management. The majority of participants indicated that, in the past, they felt **"alienated"** and had **feelings of "anxiety"** and **"lack of acceptance from the school"**, in the event one of them visited the school to check on his children. Some of them stated, ***“We were scared to try to talk to the teacher.”*** Indicating that they were afraid to enter

***“Before, we did not know what the students faced, however now, we are feeling with them.”***



the school, because the principal will deal with them arrogantly, which led some of them to go to the school holding negative attitudes that came out offensively and aggressively. One of the mothers said that she felt hesitant in going to the school to check on her daughter's academic achievement, as she felt uncomfortable and unwelcomed by the teachers. However, after they were involved in the Community Parents Schools Coalitions (CPSC), and became active members, the situation changed positively according to their opinions. All participants agreed that their feelings have changed with regards to going to the school and dealing with teachers. One of the participants said, ***“Before, we did not know what the students faced, however now, we are feeling with them.”*** One of the mothers expressed that she has good relationship with teachers now. Because she felt that the teachers are more welcoming and share several issues with her at the school. She said, ***“I go to the school with confidence, because I am a member in the Community Parents Schools Coalitions (CPSC), and I have responsibilities that I need to achieve.”***

There were few parents, who displayed disinterest to participate in the Community Parents Schools Coalitions (CPSC), because of their personal circumstances. However, they indicated that they felt the teachers' attitudes have changed when they visited the school. They also felt the prevailing satisfaction in the school environment.

Some parents said that their relationship with their children have changed, as they started to feel the students are having better relationships with their teachers, because of the openness and participatory approach that the Community Parents Schools Coalitions (CPSC) has solidified. One of the mothers added, ***“I have participated with my daughter in pulling the rope game. It was the first time that I have played with my daughter in such games, which has affected the way I started dealing with her.”*** Many of the other women have shared the same opinion in this regard.



Additionally, the parents emphasized that the component has introduced them to new educational methods that they should use with their children, which in their opinion have changed the relationship with them from the imperative tone to the participatory tone, where they expressed needs and emotions to the other. Some of the students indicated the role of cooperation between the parents and the school's management in resolving some of the prominent problems

Some mothers indicated that their involvement in the Community Parent School Coalition (CPSC) has made them feel confident and proud in themselves, i.e. listening to each other's views, and providing suggestions to the school's management, as they have participated with the teachers and the school's principal in solving some of the general female students' problems faced at the school.

***"We have never entered the school before this component"***

Through the interviews conducted with the representatives of the CBO's, they talked about change in the relationship as a result of their participation in the

Community Parents Schools Coalitions (CPSC). One of the representatives said, ***"We have never entered the school before this component"*** Another woman, who is active at the local community and works in one of the CBO's, said, ***"The significant thing that the component has done is that it broke the barrier that was around the male schools through the Community Parent School Coalition (CPSC) that included neighboring male schools."*** She also added, ***"Now, working with the male schools, it has become much easier through the collaboration efforts of the students or the school principals."***

Their opinions on the trends in which the Community Parents Schools Coalitions (CPSC) had affected both the nature and types of relationships. Many of them had said, ***"The Community Parent School Coalition (CPSC) have built bridges of trust between us and the local community / the parents, through open and effective***



***channels communication, which helped to solve many of the school problems.”***

The focus groups' discussions with the Bani Kenanah and Sweileh schools emphasized this topic.

Some of them expressed that they now feel that the local community / parents are sympathizing with them, and that they now understand many of the instructions that they did not accept in the past. For example, one of the teachers, indicated what happened at the Marka schools, said, ***“In the past parents refused to let their children participate in the cleaning and hygiene campaigns, saying, “Our children do not work for the principal.” However, now after the parents are more involved in the Community Parent School Coalition (CPSC) and know the general challenges that the school faces, they are now participating with their children in such campaigns.”*** Other teachers agreed by saying, ***“Now the parents come to school in a pleasant way, not like before, they were ready to fight.”***

On the contrary, other fewer teachers from the Marka schools said that the Community Parent School Coalition (CPSC) have provided means for some parents to interfere in the management inside classrooms and in school activities, a thing they did not welcome, according to them.

Students at the focus groups' discussions expressed that there is positive improvement in their relationships at different levels, i.e. their relationships with the school teachers and with their parents. Many of the students said that they now like going to school, specifically, because they like the extracurricular activities that the school implements with the parents. They added, ***“The school has changed.”*** They meant that before the activities of CPSC's model the school environment was boring due to daily routine. However now, they said, ***“The school is nice; it is all about activities and interactive learning .”*** Other students mentioned that their feelings of happiness at the school had reflected on their relationship with their teachers. According to these students, they said



that some teachers had developed their teaching methods, such as integrating games, picnics, and other activities with the classroom curriculum. Students said that some of their teachers had provided them with more appealing classes; but others indicated that their classes had made them feel bored, as was indicated in the focus groups' discussions in Marka and Ramtha. All students agreed at these focus groups that the Community Parent School Coalition (CPSC) had improved the performance of teachers, where some indicated that these coalitions had also improved the relationships between their parents and the schoolteachers, and that they now feel relieved that their parents would come to the school.

Based on the focus groups' discussions, we found among all targeted groups (Syrian and Jordanian) that there was a sense of satisfaction and understanding in the relationship among themselves at the present. Where much of the negative attitudes that they might have had inside and outside of the school, such as feelings of hostility, lack of acceptance, and exclusion had transformed into feelings of acceptance, respect. Primarily, this reflects on the teacher, whom the local community / parents usually attack and accuse of failure or neglect, accordingly, the implications would affect the teacher / student relationship in the classroom. Moreover, the local community / parents might feel excluded and marginalized when they try to raise their opinions or try to contribute to a cause at the school, which reflects directly on the relationship between the local community / parents and the school management. The reason for this is that each of these groups held distorted beliefs and ideas about the "not welcomed other", or that "the other" criticized just for the sake of criticism, not for development. However, the Community Parents Schools Coalitions (CPSC) presence provided free space for all these participants to meet face to face and to express their views without fears or concerns from the negative reaction of the others. Additionally, the Community Parents Schools Coalitions (CPSC) free spaces also provided platforms for self-expression and means to express concerns that face individuals either at the school or at the



community. These coalitions also provided means for open dialogue and presenting different views, which all had at heart the best interest for the student.

Furthermore, we should note the importance to highlight the concept of participatory decision-making, which leads to taking the responsibility to achieve the agreed target, where each party shares their opinion with the representatives of the local associations, who participated for the first time collaborating with the school. This was a successful and fruitful experience.

Most of the participants of the focus groups' discussions indicated that the thing that promoted the enhanced relationship between the school and the local community, is that the Community Parent School Coalition (CPSC) assisted them in building self-confidence, which was previously translated by feelings of inferiority by the parents and arrogance by the schoolteachers. The reason for this was the role of the parents, who attended the meetings, provided opinion, and exchanged knowledge and experiences, which assisted them to better identify personal capabilities and self-confidence. Thus, with this action, it developed for them a feeling of importance within the school, and helped them identify their role to play in the coalitions, with all its duties and responsibilities, which compelled them to deal positively, collaboratively and friendly with others.

The focus group discussions revealed that the relationship between schools and surrounding community has improved, this improvement was due to the increased level of confidence among teachers, parents, and local community members. Hence, we conclude the following:

- The relationship between the local community/parents has positively changed from hostility to acceptance. The Community Parent School Coalition (CPSC) created free space for the local community, parents, and schoolteachers to share their opinion and express their point of view openly.

- As a result of the positive relationship between local communities/parents and school ,students felt more satisfied and motivated. The local community / parents had feelings of responsibility, affection, and cooperation, which were prominent in discussion topics of the local community /the parents, representatives of the local associations, and the students, on one hand. While, there was a feeling of acceptance and understanding of schoolteachers and management, on the other hand.

***Output (2): The relationship development between the Syrian and Jordanian students was for the better***

***“ Cpsc’s component assisted the integration of Syrians at the schools and the local community.”*** Participants of the focus groups’ discussions unanimously agreed on this sentence. Participants from Mafrqa, Ramtha, Zarqa, Baiader Wadi El Seer, and other targeted areas, parents indicated the significance of the component by saying, ***“Personalities of the Syrian students (females) unleashed, and they stopped being afraid.”*** Others expressed, ***“Strengthening friendship between the Syrian and Jordanian student.”*** Whereas most of the parents at Bani Kenanah asserted that

***“We are one People, there was nothing, we are all relatives.”***

the relationships are already good. Other participants indicated that the component has strengthened the relationship between the Jordanians and the Syrians, and the concept of unity, where someone mentioned,

***“We are one People, there was nothing, we are all relatives.”*** Unanimously, most participants at Marka and Ramtha indicated that the component had worked on convergence, integration and cooperation among Jordanians and Syrians, even if it was on the level of the parents or students. According to them, ***“There were many Syrians in the coalition; they were as active as we were.”***

***“Now there is love and intimacy, they stopped feeling that I came, you took my place, now, he / she is like a brother/sister to me.”***

There are statements and phrases that parents were using to demonstrate, from their point of



view, the role of the component indicating convergence between the two parties. In Sweileh they used the phrase, ***“The activities had brought us close,”*** and, ***“Now they got accustomed to the situation.”*** In another indication for reducing the gap, parents said, ***“There is a boy, now no one can hit him, now, he is the menace.”***

Some of the local community members indicated that the component has changed some of the views of the Syrians towards the Jordanians, adding, ***“Now there is love and intimacy, they stopped feeling that I came, you took my place, now, he / she is like a brother/sister to me.”*** One Syrian mother at Baiader Wadi El Seer added, ***“I participated in the Homework Village. More than one boy, whom I taught did not know that my nationality is Syrian, you feel them very happy.”*** In the same context, a Jordanian mother said, ***“No problem, all my neighbors are Syrians, and they are fantastic.”*** More than one participant from Marka’s local community also asserted, ***“We are the Jordanian society that is hospitable; we accept others with open hearts.”***

Most of the schoolteachers’ participants of the focus groups’ discussions asserted that the Syrian students did not face impediments in participating in the school’s activities. Participants from Bani Kenanah said, ***“They (Syrians) have participated in the school activities, there is a lot of support and integration for them.”*** They added, ***“The school’s open day, was very useful to integrate the Syrian and Jordanian students.”*** Teachers from Baiader Wadi El Seer confirmed that the students integrated with each other, noting that they had used number of activities and components to change some of the misconceptions that the students were using. One of the teachers said, ***“We gave them the idea that we are now used to the Syrian, Egyptian, and the Iraqi.”*** Most of the schoolteachers participants from Mafraq, Ramtha, and Bani Obeid indicated that the ‘Bazaar’ activity has provided a positive impact on the students. They said, ***“Arab countries’ table Bazaar was a class, where at each table the (female) student would present the traditional dress and food from the Arab country they are presenting.”***

Most of the student participants of the focus groups' discussions indicated that the school activities worked on bringing the Jordanian and Syrian students together. Some students from Marka cited the activities that the school had created to enhance relations with the Syrian students, ***“We presented a program through the school radio that talked about Syria and the psychological effects of war.”***

As for other activities, (female) students from Baiader Wadi El Seer and Sweileh said, ***“Activities brings us together, and we started to more understand our Syrian friends.”***

***“They now know that we do not hate anybody, and activities have assisted us, they are now like my friends.”***

Other students added in regards to asserting the impact of the Community Parent School Coalition (CPSC) on integration and enhancing of relations, ***“They now know that we do not hate anybody, and activities have assisted us, they are now like***

***my friends.”*** As for students (female) from Ramtha, they said that what brings us together is the heritage, folklore, and the language. One participant added, ***“We had a Dabkeh<sup>1</sup>, we were Jordanians and Syrians, Jordanians danced in the Syrian Dabkeh, and the Syrians danced in the Jordanian Dabkeh.”*** Another participant said, ***“There is no difference between us.”***

As we analyzed the views of the focus groups' discussions, we found that most of the participants have agreed that the Community Parents Schools Coalitions (CPSC) formation should include all the different segments, including Jordanians and Syrians (together). This action has significantly contributed in breaking the barriers of hostility and distance between the Jordanians and the Syrians, either at the community or the school levels, represented by the schoolteachers and the students. The output of the Community Parents Schools Coalitions (CPSC) was the establishment of a sound

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<sup>1</sup> A traditional kind of dance.



and healthy relationship between all groups, as most of the participants, (Jordanians and Syrians) had indicated. Other participants said that the convergence and integration, which happened with the Syrians, it would not have happened if it were not for the efforts of the Queen Rania Teacher Academy, represented by the component , “Community Parents Schools Collations”. In their views, this has encouraged the Syrians to share their experiences with the Jordanians through the component t. In other words, participants expressed that the Syrians, through their participation in this component, felt self-appreciated and that they are not dependent on the Jordanian Society.

Many of the participants said that the community coalitions has shortened distances between the Jordanian and the Syrian students. Where the Syrian students have integrated and stopped shying away from dealing with their Jordanian counterparts, which demonstrates that the component has succeeded in integrating the Syrians in the Jordanian local community through their participation and collaboration, as if they bare the same responsibilities as the Jordanians do towards their society.

Some of the participants used statements or phrases that indicated the integration of the Syrians at the school or the local community levels, such as, **“They felt like us.”** It implied that before the component many of the Syrians felt that they were imposing on the Jordanians or not accepted. However, after their participation in meetings and activities through the Community Parents Schools Coalitions (CPSC), their perception has changed from negative to positive feeling. More than one participant had said, **“Syrian students stopped being afraid,”** which indicate that the component has reached its intended objective of integrating the Syrians in the local Jordanian community.

*Hence, we conclude the following:*

- Community Parents Schools Coalitions (CPSC) have succeeded in building bridges between Jordanians and Syrians and have reduced disparities among citizen groups socially and culturally.
- Building the capacity of the community to acquire skills and build social resilience to resist any social dysfunction, which may lead to many negative effects on all members of the host community, in addition to facing the unforeseen circumstances such as the Syrian crisis and its impact on the school, students and the community as a whole,
- Citizens have become more aware in regards to cooperation, acceptance and participation with others to resolve any issue facing them.
- Direct contact between citizens in the Community Parent School Coalition (CPSC) and during the implementation of activities has consolidated and empowered community relations and has strengthened personal relationships among themselves.

### Pillar Three: Diversity of activities and their impact on the achievement of the Cpsc's component objectives

**Output (1):** *Diversity of activities has helped the engagement of all segments of the community and their integration in an interactive objective style.*

Most of the focus groups' participants indicated that participating in the activities that the school had implemented as a part of the CPSC's component. They expressed the changes that happened with their children, where they indicated that now they know

***"We have become more understanding of our children's needs."***

how to deal with them, and understand their needs, especially that most of the students are in their teens.

This helped the parents to accommodate their children's age stage, and learnt how to deal with it, by attending the training "workshop on how to deal with students" and other informational lectures on the



same topic. One of the mothers said, ***“Now we know our children much better.”*** Another mother from Marka said that her daughter, who was with special needs and lives in isolation, when she attended the workshop on how to prepare perfumes, she started her own component with the school support, which provided her with confidence. Now, she started going out, and she deals with the people around her, in addition to selling her perfumes to the local community.

Some of the participants noted the significance of the component’s undertaken activities, which was reflected on the psychological barriers with schools especially male’s schools. In terms of their impact on breaking the psychological barrier between them and the school, especially with the males’ schools, as participants from Ramtha and Zarqa have indicated. The participants also added that the activities have helped schools (girls’ schools and males’ schools) to transfer their experiences among each other, with the parents and with the local community. One of the mothers said that she is now able to go to the male school with relief without embarrassment, as part of the Community Parents Schools Coalitions (CPSC), and her son’s school is among the targeted schools.

Other participants talked about the activity significance, that the component’s work is done through “the spirit of teamwork”, which made several ideas for a better society and proposed appropriate component s and plans for it. The community members became more aware of the local community and the school needs, as was in in Mafraq.

Others stated that participation in activities has helped to build new relationships with the local community. In addition, some of these activities, particularly productive component s, are generating revenue for the school, although the income is still relatively limited, as per the local community members / parents. Local associations had participated in various activities and provided inputs required for particular activities, such as charitable activities.

***“ CPSC’s  
Component brought  
happiness to the hearts***

Most of the schoolteachers, who participated in the focus groups’ discussions, said that the activities that the school implemented as a part of CPSc’s model, through the component “Community Parents Schools Collations”, had brought new high spirits to the schools. They meant by this that everyone became energetic and ready to provide all that he / she has in support, experience, or any type of work, while participating in the component. One of the (female) teachers said, ***“The component brought happiness to the hearts of the (female) student.”***

As for another significant activity conducted by the component that most of the participants agreed on, it was the ‘income generating component management’. In their opinion, this activity was new. It added new skills and knowledge for the participants, in which it enabled them to provide good products, market these products, and receive income by selling them. Yet, some participants indicated that the income generated from these products was not enough to cover the school or the local community needs, but at least, it was a form of contribution, in which the school Community Parent School Coalition (CPSC) had provided.

Students showed much enthusiasm and motivation during the focus groups’ discussions, while describing the impact and significance of these activities, whether these students were members of the Community Parent School Coalition (CPSC) or participants of these activities. They described their feelings by saying, ***“Activities of the Open Day makes my relationship with my parents great.”*** Others said in the same lines, ***“The most important thing is to change the classroom environment, by taking the class outdoors or by playing.”*** As for the implementation of activities, they said, ***“ We enriched our lessons to be far away from daily routine .”*** Many of the participants indicated that their parents started to deal with them differently, in their words, ***“They listen to us when we talk.”*** Others added that the garden activity has



encouraged parents to have an interest in agriculture, to take care of their own gardens at home, and to beautify the area surrounding their houses with plants.

The general attitude scene perceived from all the focus groups' discussions at all of the targeted areas was that most participants (local community members, teachers and students) had felt happy and satisfied, because of the project activities. Everyone participated in implementing the activities. Hence, there was a consensus on the most important issues regarding the project implementation, which greatly motivated the work for the project, in addition to asserting the concept of 'public action' that aims to provide services for both the local community and the school needs, thus, creating active and efficient Community Parents Schools Coalitions (CPSC) members. One of the participants considered this action as, "***The Social Activator***," which assists the development process that will push the society towards its better improvement.

As for the work plan that the Community Parent School Coalition (CPSC) had put together, it has a participatory base, which brings all of the targeted parties together, represented, mostly, by the school and the family that are the main institutions that develops the individuals' personality, which affects its future and its local community future.

Furthermore, the student's discussions reflected a sense of frustration and boredom in regards to the classroom routine, which the project was able to overcome through its extracurricular activities and its fun and useful methods.

It is worth noting that the diversity of activities and its different tactics and objectives has presented opportunities for the students and the parents from all levels to be involved in the project. We find that students of different achievement and income class levels had participated in some of the project's activities, where these activities did not allow for the participants to feel any different from their other counterparts, which encouraged wide participation in them. These activities also took into account the difference in the



individuals' personalities; i.e. for the participants and the local community members, in terms of leadership, management or other skills, which led to differences in the levels of participation from active to receiver.

*Hence, we conclude the following:*

- The greater interaction between Jordanian and Syrian students resulted in better understanding and acceptance of the student's needs, problems, thus, ways for dealing with them.
- The important role of the CBO's in supporting school efforts for sustainable development and better level of living standards for everyone.
- The diversity of activities helped engage students and parents from all different cultures and societies without discrimination. . These activities assisted to bring together the people in joint activities, which provided psychological and emotional support for all participants, i.e. Jordanian and Syrian students.

## **Part Two: Efficiency**

This section of the study presents the extent of the project's efficiency. This pillar focuses on the suitability of the project design and the steps involved in the planning, organization and implementation process during the course of the project, in addition to the monitoring and evaluation mechanisms and methods for participation by the target groups and their roles in achieving project objectives.

### **Pillar One: Project Work Mechanisms**

#### ***Output (1): The preparatory phase fits with the project goals***

In regards to the design and implementation of the project, the evaluation objective was to check that the project objectives are measurable through the ability of the implementing entity, the project design, and the monitoring and evaluation tools. Queen Rania Teacher Academy sought to implement the project, because of their extensive



experience working with public schoolteachers and management through several projects that attempted to build interactive school environments using international standards for educational and vocational performance as well as importance of the community's supports to improve the school environment. Hence, the Academy has the experience in designing and implementing projects.

This project's design included 20 schools, in which the project will target all project beneficiaries, distributed over six governorates. The project consists of a support teams from some community in targeted schools, in order to build trust and commitment with the local community members / parents and with the project "Community Parents Schools Collations" team, to ensure communication with all members of the Community Parent School Coalition (CPSC), as they are residents of the area. Later, the project hired two experienced community mobilizer in monitoring and coordination to monitor the work of the field coordinators. The community mobilizer includes a group of nearby schools, geographically linked, so they would monitor through daily periodic visits. Moreover, there is experienced staff, consisting of a project manager, coordinator, and administrators that follow-up and supervise the performance of the Community Parents Schools Coalitions (CPSC) members, and that the coalition is working towards achieving the project set objectives.

The project adopted quantitative indicators to demonstrate performance and workflow through daily and periodic reports, which the coordinators and supervisors prepared, the Community Parent School Coalition (CPSC) reports, and the project monitoring plan matrix that follows-up on activities and their effectiveness.

It is worth noting that the project's planning process was based on the needs assessment for the target communities, with its three categories, namely, the local community / parents, the schoolteachers and managers, and the students, taking into consideration the presence of Syrian representatives in each category. Then a training

program followed this process. The training was developed to fulfil the training requirements, which was organized according to the priorities indicated for the targeted local community, through a Town Hall Meeting that brought together all segments of the local community, schools, and the local associations that operated in the area. Then at a later stage, the Community Parent School Coalition (CPSC) were formed, which included the schoolteachers, parents, the local community members, and representatives from the active local associations. After that, the participants of the project created their work plans, which they implemented with the supervision of the Queen Rania Teacher Academy.

*Hence, we conclude the following:*

- The project design matches the project objectives. The project was designed by building a network of collations between the local community and the school, where it worked on building the capacities of the members of the alliance for supporting and developing relations in order to serve the development of the community. In addition, the project follow-up was highly organized; it used periodic reports and indicators that measured the objectives' achievement, to help assess the performance of the schools' Community Parents Schools Coalitions (CPSC), the implementation of activities, and the performance of the work team.

***Output (2): Efficiency in the process of planning and implementation of activities***

Most participants at the focus groups' discussions agreed that the Queen Rania Teacher Academy had supported the planning and implementation the CPSC's component . There was a consultative session held between all groups of the local communities and the school teachers and managers, where they discussed the CPSC's model objectives, and the nature of activities the project will implement. Some of the participants stressed that the process for planning was done in a participatory manner, although the academy planned most of the activities them in advance. However, the



role of the school and the local community was to assess their readiness to implement these activities, and to welcome the proposed activities from the Academy team and guests at the town hall meeting.

The majority of participants said that the activities were comprehensive and varied, which included several areas, such as recreational or educational activities, or activities that was related to building capacity, networking, fundraising and project planning. One of the participants from the Marka group stated that she tried to attend all the Community Parents Schools Coalitions (CPSC) meetings in order to exchange experiences and to present opinions that suit the nature of the activity. One other participant from Ramtha indicated that she did not have a role in planning activities.

Some of the participants said that they had different roles at the project, such as announcing to the local community the activity times, attracting school supporters, either through financial or in-kind support, and / or preparing food. Others said that they had participated in the implementation of some training courses, such as making soap, pickles, drawing, preparing perfumes, etc. in addition to their role in assisting to sell these products through marketing the products. Moreover, some initiatives, such as 'Touch of Hope' in Marka, supported and encouraged all of the local community members / parents to help the needy. In Bani Kenanah, a woman member from the local community drew graffiti on the walls as an initiative to help the school.

Most of the discussions with the representatives of the local associations agreed that their participation in the Community Parent School Coalition (CPSC) has provided a new social dimension. A representative from Zarqa said that this action had led them to think for the first time that the local associations had a role in the education sector, where at a previous point they did not even consider their participation in the process.

Most of the participants showed a level of contentment for the planning of the proposed activities that the Academy had prepared in cooperation with the students and the local



community / parents. Where there were ongoing meetings for consultations on the nature of the activities, and on means to implement them. According to one of the teachers from the Sweileh and Mafraq group, she said that she had worked on preparing the needs for both the local community and the school, from which they used to build the project plan and activities, especially for the income generating projects. In Bani Kenanah, teachers asserted that they provided the means to let the Community Parents Schools Coalitions (CPSC) members provide ideas, suggestions, and ways for their implementation with the support of Queen Rania Teacher Academy. Although, a small number of participants said that the Academy steered the activities, which they determined the date for the activity without considering the other obligations for the school. This action had imposed additional burden for the school, where the school tried to follow time schedules, and moved away from the purpose of achieving the planned objectives. Additionally, a few number of participants from Mafraq and Ramtha said that there is limitation in the participation of the local community.

Some teachers from Bani Kenanah said that the students had difficulty in participating in the project due to their obligation to attend their normal classroom classes. However, they tried their best to work with them after the school hours or during the art and crafts classes.

Students talked about their participation in the planning of activities through the Community Parent School Coalition (CPSC) meetings, where in these meetings, they discussed activities that the project will implement, and provided suggestions on the implementation mechanism. Some students said that they were attending meetings that did not conflict with their class time. Most of the students expressed that they had multiple roles with the coalitions, from which one job was to distribute or announce the invitations; another job was to organize activities while implemented. Additionally, the students encouraged the parents to attend and participate in the activities.

Moreover, the students indicated that the demand for the implementation of activities was not only done by the student coalition members, but also included most of the other students, which contributed to the success of the school activities, as it provides them with the chance to leave the usual school routine, according to their opinion.

Although the activity planning mechanism started initially with the Queen Rania Teacher Academy, but still it fits with the project objectives, which are based on participation of individuals, allowing for integration of responsibilities for achieving successful activities, hence, achieving the desired impact on the long term.

*Hence, we deduce the following:*

- The project design fits the project objectives, which sought to build comprehensive and constructive relationships between the school and the local community.
- The mechanisms of planning and implementation of activities stood on the principle of participation and integration of activities, which helped to successfully achieve impact.
- Participation in activities had diverse forms, ranging from attendance of or preparation for events and ending with planning, and participating in the decision making process for their implementation, which achieved a level of satisfaction for the members of the Community Parents Schools Coalitions (CPSC), in particular, and the community, in general.
- The positive impact from involving the local community in the planning and implementation phase of the events, taking the advantage of their experience in fundraising and managing public events and community-based programs, in addition to the sense of importance of their role at the school, which demands greater responsibility.



***Output (3): Project identification mechanism was available for all***

Participants' views diverged in regards to their knowledge of the project. Most of the participants said that the work team representative from Queen Rania Teacher Academy had introduced them to the project. A number of parents in Al Taybeh, Sweileh and Ramtha indicated that they were invited to attend a meeting with the Academy representative, who presented the project to them, and explained the process for participation, and for the Community Parents Schools Coalitions (CPSC) formation. Other teachers from Bani Kenanah district said that they had learnt of the project through the school, where the school principal told them about the project, and had asked them if they are willing to participate in it.

As for alternate means for the project introduction, participants from Baiader Wadi El Seer and Sweileh said that they had learnt of the project through their student children, who told them that the Queen Rania Teacher Academy would implement the project at their school. Other fewer participants from Baiader Wadi El Seer said that they received a paper from the school through their children, to ask for approval for their children's participation in the certain activities as a part of CPSC's component. At the same time, a participant from the Marka and Al Nuzha focus groups' discussion said that she knew about the project through her husband, who is an active member in the local community. A number of parents from the same area indicated that they learnt of the project through a WhatsApp group.

As for the representatives of the local associations, they said that they learnt of the project through the principal of the school, who invited them to collaborate and work in the component t through the Community Parents Schools Coalitions (CPSC).

***“They explained the project, and they presented the project phases.”***

Most of the schoolteachers from the Mafraq area said that the Ministry of Education through its Directorate in Mafraq had introduced them to the component. They added that the Directorate had invited them to attend a meeting where the project coordinator presented the component to them. Others said that they learnt about the component from their peers who explained the component to them, as one said, ***“They explained the component, and they presented the component phases.”*** Other teachers from Baiader Wadi El Seer, Sweileh, Marka, and Al Nuzha, said that they learnt of the component from the Queen Rania Teacher Academy representatives, who met with them, as one teacher indicated, ***“People from the Academy came, met with us, and discussed the issues that will be happening.”*** In the Bani Kenanah district, many participants said that the component coordinator was the one that introduced them to the component, in addition to the Ministry of Education website, and the school management.

Methods used to introduce the component varied for the students. Some students from Mafraq, West Badiah and Al Sareeh indicated that they learnt about the component by the school radio, the teachers or the school announcements. A small number of student said that they had learnt of the component through Facebook. Some students from Sweileh said that they had learnt about the component through the school library. Whereas two students said they had heard of the component through a neighbor and a friend. Other students said that they had heard of the component when their teacher had picked them to participate in the component, as was in Al Sareeh area. Other students said that their mothers, who are members of the Community Parent School Coalition (CPSC) and frequently visit the school, had told them about the component activities and had encouraged them to participate in them. At the same school, a few number of the students said that their teachers used to talk to them about the



component after class, indicating its objectives, and picking participants to participate in the component, which also happened at the schools in Ramtha and Al Shajarah.

Most participants of the local community / parents indicated that they had learnt about the component activities through the efforts of Queen Rania Teaching Academy.

Where they met with the component coordinator, who presented the component objectives to them. Others said that their children or the school had notified them of the component . One woman indicated that she had learnt of the program through her husband, who was an active member in the local community. Some of the parents said that they had learnt about the component through social media, such as WhatsApp.

While the Ministry of Education Area Directorates had notified the schoolteachers of the component, or through the announcement that these Directorate had on their Facebook page. Other teachers said that their colleagues at the school had notified them through word of mouth. A few teachers had learnt of the program through the students' parents.

Hence, we find that Queen Rania Teacher Academy was able to reach the componentbeneficiaries (i.e. the targeted group), and was able to introduce the component on a wide scale, through a number of communication tools. From these tools used, the Academy used official and conventional means of communication to communicate with the Area Education Directorates and with the school principals; in addition, they used phone calls, or the school radio. Moreover, the school used unconventional means for communication, i.e. social media, such as Facebook and WhatsApp.

The Academy also used a very effective means of communication, i.e. meeting with the local community and the schoolteachers and managers through their representative, which immediately transferred the idea of the component to a wide segment of beneficiaries.

*Hence, we conclude the following:*

- Sending the invitation to the largest number of parents, the local community representatives and students provided the opportunity for wide participate in the component.
- Diversifying methods and means of communication with the target groups made access to large crowds possible and easy at the same time.

However, when asked about alternative communication methods preferred, the majority of the participants answered that they found the process was satisfactory. Some of the participants preferred email as means of communication, other fewer participants preferred leaflets advertising or presenting the component through success stories.

While conducting our analysis for this section, we found that Queen Rania Teacher Academy has used the best ways to mobilize schools and reach this objective, and the Academy is able to introduce additional suggestions, if any, in the future.

#### Pillar Two: Efficiency and the quality of the training programs

##### *Output (1): Effective training programs*

***“We learnt new information that we did not know much about.”***

Most of the local community / parents views were on ‘the effectiveness’ of the training that they had received through the component “Community Parents Schools Collations”. Some of the local community members in Bani Kenanah and Irbid said, ***“You have exploded some potential energies!”*** They also added, ***“We learnt new information that we did not know much about.”*** Parents from Ramtha and Al Shajarah asserted that the training was very important, where it introduced various new topics. Participants from Marka said, “The training was very effective.” Participants from most of the areas indicated that the most effective training, which had tangible impact on both the personal and professional levels, was the training they received in fundraising. One of the participants in Sweileh said, ***“You helped us on how to start the component and how to engage the students in the process.”*** They

also added, ***“The training was positive, because we learnt things that we did not know before in component management.”*** They indicated the fields where they

benefited the most, ***“We now know how to get funding for components.”***

***“They provided us with psycho-social awareness training, and how to deal with violent students.”***

As for the other effective training that the participants kept mentioning in the focus groups’ discussions, it was the psycho-social awareness training. Most of the participants indicated that they had learnt new skills

and advanced modern methods in psychology and sociology. One of the participants said, ***“They taught us psychological issues, and how to deal with the violent student.”***

Participants from Ramtha, Marka, and Biader Wadi El Seer asserted the same positive fact that they had received from this training. Their views were on how the training had provided them with new life skills, and how it improved their abilities,

they said, ***“We had ideas before the training, but now, after the training, we have organized these ideas.”***

**Many of the women added that they now have the ability to train and to transfer their knowledge to others.** They indicated that they have

already transferred some of their knowledge to members of their local community. One woman said, ***“I had handicraft training in ( Burlap), so, I organized a training session in this work and trained others, hence transferred my knowledge***

***to the local community.”***

***“We were men and women, where we discussed topics and ideas with all the groups.”***

Many of the participants talked about the training methods, in which provided them with space to express their opinions, men and women. They said,

***“We were men and women, where we discussed***

***topics and ideas with all the groups.”*** Although they were from the same area, but they did not know each other. Hence, one of the participants expressed, ***“So that we can be introduced to and meet the local people from our area to discuss mutual***



*issues.*” One of the CBO’s representative said in regards to the training he had received that it had assisted him to develop new skills that improved his profession, such as component management and advocacy. According to many of the participants, this training is closely linked to the Community Parents Schools Coalitions (CPSC) work, where they prefer to exchange experiences and to achieve public good, which is the primary objective for each local association.

Most of the schoolteachers’ views asserted the importance of the training in which they have participated in through this component. Some of the schoolteachers in Bani Kenanah and Mafraq said, **“We participated in the training “Creative Teaching and Learning Strategies”, which was effective training.”**

Participants in Ramtha also expressed the significance of the Arabic Language workshops, they said, **“After these workshops libraries became available for everyone to practice the Arabic Language.”** Whereas a teacher from Ramtha said that after the workshops, they felt a change in the way they dealt with the students. One of the teachers said, **“The workshops in which we attended affected me more than my students.”** She explained, **“I started to read in between the lines, and understand my students more.”** Most of the teachers’ views agreed that these workshops had positive and effective impact on the performance of the teachers, especially the workshop on how to integrate Syrian students with the local community. One teacher stated, **“The workshops introduced us to the needs of refugees, which contributed to bringing people together.”**

Student’s discussions indicated that the training programs were new experience for most of the students, as they never have had participated in such training before this component. They said that **the training topics were different.** Students from Ramtha and Al Shajarah asserted that activities, such as fundraising, the Reading Club, were great, in addition to the training that uses drama in education, and learning how to make



the schools' training materials, such as play dough, soaps, etc. Students from Marka indicated that ***the training had positive impact***, especially the psycho-social training, where they added, ***“We became more interactive with others.”***

At the focus groups' discussions, most participants agreed that, in general terms, the subject matter of the training provided to them was important and useful. Many of the views indicated that the inclusion of training in the component has helped shape the knowledge and cultural buildup of the Community Parents Schools Coalitions (CPSC) members from all categories, taking into account the specific nature of work for each category, individually. Participants asserted the importance of the training topics, which focused on building capacity and developing personal and life-skills, such as the psycho-social training, where many education trends focus on developing students personality includes psychosocial needs and not focus on student knowledge only.. They also added that these theories state that the student, who does not develop his / her personality during the school years, will not be able to benefit from the education he / she is receiving at the school. In other words, they stressed that the school must prepare the students to acquire the ability to transfer and employ their knowledge in the context of their personal and professional lives.

As the result of these trainings, some schools were interested to link the family with the school from one side, and the school with the environment from the other side. Hence, from this principle the need for a community school concept came up, which aims to develop the interactive relationship between the school and the local community, and to establish the concept of the educational development.

While most representatives of the local community / parents expressed the importance of the training that they had participated in and its benefits, which reflected on their relationships with others and with their children.



This shows that the inclusion of training on the commissions' schedule is one of the Queen Rania Teacher Academy objectives, which the component has well achieved, because all views have agreed on its significance and the amount of benefit they have received through this article. This training emphasizes the importance of the development of awareness for educational issues.

The school, through its connections with the community, is able to provide parents with the necessary guidance and direction on how to discipline their children, and ways to overcome their weaknesses. Hence, it is important to include the local community, and to take its opinion, on any new topic that you would like to introduce, in order for it to be accepted and to succeed.

From a different perspective, students had opinions that shaped their personality, and their performance with the Community Parents Schools Coalitions (CPSC) members, which resulted in positively changing some of their behavioral trends, the way they understood themselves, and their interactions with their families and the schoolteachers. Students became more social and responsible, compared to before their participation in the component, because the component has exposed them to new knowledge and culture through its training programs.

The focus groups' discussions with the students also indicated "fundraising training" as one of the most important and effective training programs the component has provided, on both their personal and professional levels, as this topic came up in many of the discussions. This training was reflected positively on some of the small components that the students and the local community had worked on, which achieved the component's objective in finding a supportive social environment for the school, in which parents, the local community members, and a number of teachers had participated. Hence, enhancing the role of the school and the quality of its output through financial support, provision of human experience, in addition to the local environment, as a source of



learning, individuals and the contributing local associations will improve the students' performance.

*Hence, we conclude the following:*

- Building the capacity of the local community members in basic life skills, developed their performance skills, enhanced their self-confidence, nurtured philanthropy, and motivated achievement.
- Enhancing the culture of volunteerism through team work, and building a common vision about **“what we want”**
- Strengthening the relationship between Jordanians and the Syrians through the implementation of joint training programs.
- Highlighting the capabilities and potential of the community members or the school, and employing them in the implementation of components and activities
- Growing personality and behavior of the groups' participant members, due to hands-on experience and cultural knowledge, which was reflected in their lives?
- Developing the sense of community responsibility for individuals and associations that are members of the Community Parents Schools Coalitions (CPSC), who contributed to increasing interdependence and social cohesion among themselves.

### **Part Three: Sustainability**

This section displays the extent to which the project “Community Parents Schools Collations” is able to continue developing and implementing action plans based on the needs of the local community and to conduct fundraising activities through all parties and the network of relationships built throughout the project, if the Queen Rania Teacher Academy support ends.

Pillar One: The extent of the local community and the school to ensure the continued implementation of the project

***Output (1): Confident ability of beneficiaries to deploy accrued skills in future implementation***

Most of participants agreed on their ability to communicate with schools' staff and conduct activities that can strengthen the relations with the community schools, one of the participants cited "we are able to communicate with teachers in an efficient way". On the other hand, most of the participants agreed that they are able to plan and implement projects based on the strategic planning skills acquired, one of the participants expressed "I am able to implement a small project and generate income"

The majority of the focus group discussions revealed that beneficiaries acquired the skills they were trained on during the implementation of the CPSCs component, and that was clear in the variety and number of implemented projects mentioned by them. In addition to enriching their cognitive skills such as communication, managing activities and fund raising.

It was clear that the implementation of the CPSCs component has affected the participants in terms of acquired skills, which helped them to improve the relation with the local community and schools, from the other hand, to have clear understanding of the actual needs of the society and deploy their individual abilities to serve the community.

***Output (1): Weak ability to continue the project without the support of Queen Rania Teacher Academy***

***"There are people that don't know how to work on their own. They expect that the project will crumble if the Academy removes its supportive hand."***

Most participants, from most of the Directorates, expressed interest to contribute to the implementation of the future project activities through moral or material incentive. However, some local community members / the parents from Ramtha preferred that Queen Rania Teacher Academy to continue supporting the project, to ensure the continuity of the Community Parents Schools

Coalitions (CPSC). Others said that they wanted incentives to continue attending. At the same time, they asserted, ***"There are people that don't know how to work on their own. They expect that the project will crumble if the Academy removes its***

**supportive hand.”** Only a few said they would continue if the Academy support ends. They indicated that they are in touch with the local community and have the skills to attract financiers or manage the project.

The majority of the target groups’ participants indicated that they felt uncertain that they could continue the project without the supervision of Queen Rania Teacher Academy; they are still unprepared and unable to undertake such projects on their own without supervision. They said that they need a stimulating entity to help them with the process.

***Hence, we conclude the following:***

- The consultants found that while the project succeeded in achieving its intended results in building the capacities of the beneficiaries which should help them carry on with the project goals beyond the project lifecycle as they stated, However the beneficiaries feels that the QRTA future support is still preferred to maintain the project impact and it would help them more in guarantee the collaboration between all parties as QRTA has a good reputation in the local communities.
- 
- Sustainability requirements’ presence in terms of clarity of vision, and project objective, in addition to the entity that works on the project management, which is the school management in collaboration with the qualified members of the Community Parents Schools Coalitions (CPSC). The later entity will continue working on the project, as the entity members have already acquired the needed skills through the project training.
- Reliance on collective action, which still needs structured and continuous work, as knowledge and skills brought forward in the project’s initial phase for change still



needs strengthening through building positive practices over sufficient time that will become inherent trends in the community as a whole.

## Pillar Two: Challenges that faced the project “Community Parents Schools Collations”

### ***Output (2): Problems in coordination and follow-up by all members of the Community Parent School Coalition (CPSC)***

The focus groups’ discussions with the members of the local community / parents indicated, according to some members, that the most important obstacles facing them is that their efforts are not being rewarded financially. In other words, they said, ***“We did not receive anything, and we paid from our own pockets.”***

However, there are different perspectives indicating that the training received from the Queen Rania Teacher Academy is much more valuable than the financial reward. They added that the change in the relationship between the school and the society, and its impact on the behavior of our children is much more valuable than the financial gain.

Furthermore, some of the parents said that they have faced difficulties with the set dates and times for the implementation of activities, as it contradicted with their job schedule, and they would need to take leave in order to attend the activity. Sometimes activities are set without consulting the Community Parents Schools Coalitions (CPSC).

Few of the focus groups’ participants noted that the mechanism in which activities were set in few of the schools was that the Queen Rania Teacher Academy staff would set the activity times urgently.

Some of the local community members / the parents emphasized that they still face some difficulty in dealing with the school management and teachers. One participant said, ***“Although they are better than before, but still you can feel that they are obligated to welcome us, not that they are convinced.”***

Some participants noted the challenges faced by the activity “Homework Village”, which are as follows:

- a. The difficulty for some students to return back to school after the official school hours are over, either because of the distance from the school to their house, or the inability of their parents to follow-up, due to their work load or being busy at home,
- b. The lack of teaching staff to commit in this activity for a specified period.

As for the schoolteachers and management in regards to the project challenges, most participants in the focus Group’s discussions said that in general there were no challenges noted in the project implementation.

However, there were some problems in timing activities, as most of the local community members / parents preferred the activities to be after the school official hours, and the schoolteachers and students preferred to have the activities during the official school hours. According to their views, for both situations, the problem is how to maintain the

***“Giving me an official gratitude letter that will be added to my school record file will make a difference for me!”***

official school class time, or have the best optimal time for the students.

All participants unanimously agreed that there is a need to recognize the achievement for those who worked on the project, through incentives or symbolic prizes to encourage them to continue their work. One of the

teachers said, ***“Giving me an official gratitude letter that will be added to my school record file will make a lot for me!”***

As for the students, the focus groups discussions’ indicated that the students’ biggest obstacle was the difficulty in coordinating time between official classroom hours and



participating in managing the implementation of activities. Moreover, some students faced cultural and financial hardships due to participating in the activities.

Some student participants from the sample areas indicated that leaving after the school formal hours on the day of the activity was easy, as they lived close to the school. However, in other areas, students indicated that leaving after school hours proved difficult and expensive, as they would need additional transportation allowance, and some of the students' families did not accept it for family obligations and cultural reasons, such as the female students to arrive home late after school using public transportation.

Few students said that they wanted to participate in the Community Parent School Coalition (CPSC) but the teacher pre-selected the students without asking who wanted to participate.

#### Analysis:

The project implementation challenges, which Queen Rania Teacher Academy and the target groups tried to overcome to achieve project success, were somewhat limited in some technical and logistical perspectives. However, the project could overcome these limitations, so as not to affect its future sustainability.

While we reviewed the challenges expressed by the local community / parents, the schoolteachers and the students, we identified several levels for these challenges:

- (1) Those that relate to logistical issues represented by appointment scheduling, informing participants, Ministry of Education official letters, covering activity costs, ...etc., which still need more guidance, in addition to reinforcing the concept of 'voluntary work' that should not expect any material reward in return for its efforts.

(2) Those that relate to cultural issues, which proved strenuous in reconciling time between classroom and activity schedules. Teachers and the local community / parents preferred to have the project activities implemented within the formal school time, due to family obligations, cultural and economic factors, as was indicated in the focus group discussions. The Education Directorate designs the formal school curricula for a specific timetable with a weekly schedule. Thus, having no consideration for such activities, even though the Directorate is part of these activities, this assumes that these activities could happen in the art, sport, or vocational set classes. Furthermore, the school still adheres to the traditional educational system more than a system that relies on modern teaching methods that utilizes the surrounding environment and uses the materials available at school and the skills of some individuals in promoting scientific concepts to reach interactive learning.

*Hence, we conclude the following:*

- 1- Coordination between Queen Rania Teacher Academy and the Ministry of Education was not at its high degree of follow-up, which hampered the work of some teachers. Additionally, there is a need to integrate the efforts and activities of those teachers, who took upon themselves the task to make this project successful, to receive any kind of support, recognition, such as a letter of gratitude and appreciation, or honor their achievement by the Academy or the Ministry.
- 2- Coordination between formal classroom times, academic activities and the local community engagements proved to have some strains, which led to some implementation problems.
- 3- Self-enhancement and moral support for the participants' initiatives in the Community Parents Schools Coalitions (CPSC), which was an interest goal for the Academy and considered it as a priority objective for the project. However, the



Academy did not provide a response that the financial support is the main objective for the implementation of activities.

#### **Part Four: Impact**

The Impact represents the actual repercussions and consequences on the project beneficiaries. We noticed from the focus groups' discussions and the interviews that most of the local community / parents have showed a clear change in attitudes towards their neighborhood schools. In addition to the awareness of the importance for individuals to get involved in their communities' development, i.e. providing any form of support that reinforces their relationships with their communities, which contributes to the success of projects seeking to achieve their better welfare. The schoolteachers stressed that they are willing to receive any suggestions from the parents in regards to school improvements, in addition to showing understanding for the importance of their relationship with the society organizations. Students also noted that their relationships with the schoolteachers and parents have changed in form and content, thus, reflecting positively on the effects that led to active constructive relationships between them and their local communities, parents and schools. Moreover, the discussions' opinions indicated positive views in regards to the relationships between the Jordanians and the Syrians, which indicated that there are common interests between the two groups of citizens that they can achieve together in the future.

Furthermore, the focus groups discussions indicated that through monitoring and evaluation of the project implementation, the schoolteachers and parents noted that the project has helped them in acquiring new life skills, marketing skills and educational skills, which changed their lifestyles and ways of interaction with the students. This project has also facilitated positive new trends towards the needs of the local communities, and touched on the individuals' participatory needs, where the Community Parents Schools Coalitions (CPSC) meetings generated feelings of familiarity and



respect among all of its members providing an interactive environment and initiated better community initiatives.

## Recommendations

The recommendations as per all targeted groups are as follows”

- Activate the role of the local community / parents and students in collaboration with the teachers through the Community Parent School Coalition (CPSC) and under the supervision of the Queen Rania Teacher Academy. In order for this process to happen, the project “Community Parents Schools Collations” should continue its implementation, and this project should find ways to strengthen and to develop its positive trends in order to ensure continuity.
- Coordinate the project “Community Parents Schools Collations” implementation with the Ministry of Education to work within the lines of the Jordanian legislative frameworks and regulations, which grants wider powers to the members of the Community Parents Schools Coalitions (CPSC).
- Integrate community organizations more broadly through action strategies, which supports and develops participation mechanisms for the planning and organizing of the Community Parents Schools Coalitions (CPSC) activities and establish a system of incentives for those organizations.
- Develop the system of incentives to motivate the participants to work in the project and to engage them in the joint work between the school and the local community, either through physical or moral incentives.
- Encourage the project participants to have more self-confidence in their own abilities to implement the project’s management on their own, for both the school and the local community, where these economically productive projects would



incur financial income and would encourage the best use of available resources. Queen Rania Teacher Academy can present evidential means to encourage participants that they are successful on their own in implementing the productive projects through a general town hall meeting.

- Exchange of experience between the participating schools to promote the culture of dialogue, to encourage the investment of resources in the best way possible, through school reciprocal visits to view similar experiences on the local and regional level.
- Develop active teaching methods and techniques based on extracurricular activities.
- Allocate transportation allowances for similar future projects to facilitate participation of students and teachers after school hours, especially if these activities require them to stay late.



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## Annexes - Discussion Guide – Four Guides

### Annex (1) Discussion Guide (1) Focus Groups: Interview Questions / Student

#### Introduction

To begin with, I would like to welcome you all, my name is ....., I work in the area of research and studies with Queen Rania Teacher Academy. **Today, we are conducting a study for the partial evaluation of the project “Community Parents Schools Collations”, a Component of the Project “Cultivating Inclusive and Supportive Learning Environments (CISLE)”.**

I would like to thank you for your approval to provide us with your precious time to share with us your comments and suggestions through this session of ‘focus group discussion’. I will be discussing number of topics that relates to you being the students that have participated in the Community Parent School Coalition (CPSC). We would like to hear your opinion regarding the “Building School Alliances Project”. I hope that you would provide me with answers that reflect your personal opinion, do not refrain from stating your opinion openly and transparently, as there is no right and wrong answer for the questions. The important thing is your opinion, whatever it is. I promise that the discussion that will happen here, it will not be announced. I will be recording the discussion for the purpose of analysis and reflecting your opinion in the best possible way.

You have the total freedom to participate with your opinions. I promise that the information, which we will record for the purpose of the research and the study, has no bearing on your person. I would only ask that you speak in an orderly manner, each at his turn, do not speak all at once, and respect the others’ opinions, in order to benefit,



as much as we can, from the available time. I would like to remind you to put off your mobile phone devices through the session, which will last for approximately half an hour.

Let us start by introducing yourselves, name, school grade, school name.

### **Students (Male and Female)**

#### **Project knowledge, its importance, and its implementation mechanisms\_**

- a) What is the “Community Parents Schools Coalitions” project that has been implemented at your school? What are the project objectives? What is the significance of this project? *(You may ask the students, “Who is participating in the Community Parents Schools Coalitions (CPSC)?” You may want to remind the students of any Community Parents Schools Coalitions (CPSC) training that the students had attended, so that they can better answer this question.)*
- b) Who participated in the Community Parents Schools Coalitions (CPSC)? What was the training you received? What did you think of the training, and how beneficial was it?
- c) How were you invited to participate in the project / school activities?
- d) Why did you participate / or did not participate in the project activities?
- e) How was your participation in the Community Parents Schools Coalitions (CPSC) activities and programs? Which activity did you prefer? Why?

#### **Accomplished activities and their impact on the students, parents and the school from the viewpoint of the students**

- a) Now that we know the activities that you have participated in, how do you think these activities influenced you as students and the general school environment? *(What was the effect on you as Jordanian and Syrian students?)*



- b) What are the positive and negative results on you, because of your participation in these activities? What is the impact of these results on the school environment? (Similar to the above question (a))
- c) How did your interest in reading change today after participating in the Reading Club? What are the impediments that you still face in this regard?
- d) Question for the Syrian Students: How did the Community Parent School Coalition (CPSC) assist you in developing the relationship with your fellow Jordanian students, on one hand, and with the school, on the other hand? What were the challenges?
- e) What activities did you participate in after the regular school hours? What do you think of the parents' participation in the Community Parent School Coalition (CPSC) organized school activities?
- f) Female Students: How was your participation in the extracurricular activities during the regular school hours? How was your participation in these activities after the regular school hours? Why?

**Relationship between the students, the teachers, and the parents after the implementation of the programs**

- a) At present, how would you describe your relationship with the schoolteachers and management? What is the change in this relationship (if change happened)? Please describe / provide examples.
- b) In your opinion, what are the things/issues/factors that could cause poor relationship between the student and the teacher? How would you solve these issues?



- c) How is the relationship between you and the Syrian students? What did the project accomplish for you (what did you benefit from the project)? What impact did the project have on your relationship with each other?
- d) How would you describe your relationship with your family, and what has changed in regards to this relationship?
- e) How did the activities implemented after the regular school hours assist in better use of your free time? (Reading Club, Homework Village, and extracurricular activities) What activities did you find had the most impact and effect? Why? (You may remind the students of some of the activities, such as the Reading Club and the Homework Village.)

**Challenges in implementing the activities**

- a) What were the problems faced in the implementation process of the activities during or after the school hours?

**Is there any suggestions or last words that you would like to share with us?  
Please do not hesitate to share them.**

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## Discussion Guide (2) Focus Groups: Interview Questions / Local Community/ Parents

### Introduction

To begin with, I would like to welcome you all, my name is ....., I work in the area of research and studies with Queen Rania Teacher Academy. ***Today, we are conducting a study for the partial evaluation of the project “Building School Alliances, a Component of the Project Building Supportive and Comprehensive Learning Environments at Public Schools”.***

I would like to thank you for your approval to provide us with your precious time to share with us your comments and suggestions through this session of ‘focus group discussion’. I will be discussing number of topics that relates to you being the parents. We would like to hear your opinion regarding the “Building School Alliances Project”. I hope that you would provide me with answers that reflect your personal opinion, do not refrain from stating your opinion openly and transparently, as there is no right and wrong answer for the questions. The important thing is your opinion, whatever it is. I promise that the discussion that will happen here, it will not be announced. I will be recording the discussion for the purpose of analysis and reflecting your opinion in the best possible way.

You have the total freedom to participate with your opinions. I promise that the information, which we will record for the purpose of the research and the study, has no bearing on your person. I would only ask that you speak in an orderly manner, each at his turn, do not speak all at once, and respect the others’ opinions, in order to benefit, as much as we can, from the available time. I would like to remind you to put off your mobile phone devices trough the session, which will last for approximately half an hour.



Let us start by introducing yourselves, name, occupation (of the student's guardian (parent)), and the student's school grade.

### **Local Community Members / Jordanians and Syrian Parents**

#### **Project Knowledge, its Importance, and its implementation mechanisms**

- a) What is the "Community Parents Schools Collations (CPSC) "project implemented at your school? What are the project objectives? What is the significance of this project?
- b) How were you invited to participate in the project / school activities? What do you think of the way on how you were invited?
- c) Why did you participate / or did not participate in the Community Parent School Coalition (CPSC) or in its school activities?

#### **Accomplished activities and their impact on the students, parents and the school from the viewpoint of the local community / parents**

- a) What were the forms / types of your roles participating in the implemented activities? What was your role in the activity? (Activity implementation, follow-up, monitoring, inviting participants, fund raising, etc.)
- b) What is the significance in participating with the school to implement the activities? In your opinion, what is the role of the parents and the local community in regards to the school? What was your role in supporting the school?



- c) In your opinion, which activities were the most useful for your children? How was the attendance of your children during and after the regular school hours in the implemented activities? Why? (Especially in regards to their free time)
- d) How do you describe the role of the local community and parents in the school activities and programs before the project? And now, after the project implementation?

**How did the training programs affect the capacity building of the local community members, and in what areas?**

- a) What is the significance of the training courses you had attended? What comments did you have on these courses?
- b) How did you benefit from these courses at the school and the local community?
- c) Name the most important issues that you were able to solve with the school at the local community level. How did you achieve this result? *(You may refer to some of the local community problems that you had solved in collaboration with the school. How did you solve the problem?)*
- d) How did the school assess its required needs from the parents and the local community, and vice versa?

**Relationship between the students, the teachers, and the parents after the implementation of the programs**

- a) How do you perceive and evaluate your relationship with the school after the experience of the Community Parents Schools Coalitions (CPSC) formation?
- b) How did the Community Parents Schools Coalitions (CPSC), which are at your school, contribute in developing the relationship of the local community and



parents with the school? (Can you describe this action in examples and work mechanisms?)

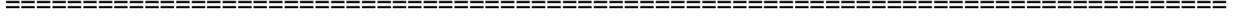
- c) How do you see your children's motivation for reading now? Which activities had the impact on your children's school achievement?
- d) What is the sense of direction that you perceive when you stand in one of the activities organized by your children's school, or if you are just standing adjacent to the school? How did the role of the school change towards the local community after the project implementation? (The question targets the personal, not collective, view.)

#### **Additional Questions for the Syrians**

- a) Syrians: How did the Community Parent School Coalition (CPSC) contribute in developing your relationship with the school? What shape did this development take? If possible, provide real examples from your experience.
- b) How did the implemented activities at the school, in collaboration with the Community Parents Schools Coalitions (CPSC), assist the integration of your children at the public schools? In your opinion, what are the most useful activities for your children? What are the activities that had limited usefulness?
- c) What are the activities that you participated in through the school / project, which contributed to creating positive relationships with the Jordanian local community?
- d) How did these activities contribute to better integrate the Syrian students in the local community? (What are the affected relationships and trends due to these implemented activities (in regards to the merge topic)?)

**Is there any suggestions or last words that you would like to share with us?**

**Please do not hesitate to share them.**





## Discussion Guide (3) Focus Group: Interview Questions / Teachers

### Introduction

To begin with, I would like to welcome you all, my name is ....., I work in the area of research and studies with Queen Rania Teacher Academy. ***Today, we are conducting a study for the partial evaluation of the project “Building School Alliances, a Component of the Project Building Supportive and Comprehensive Learning Environments at Public Schools”.***

I would like to thank you for your approval to provide us with your precious time to share with us your comments and suggestions through this session of ‘focus group discussion’. I will be discussing number of topics that relates to you being the teachers. We would like to hear your opinion regarding the “Building School Alliances Project”. I hope that you would provide me with answers that reflect your personal opinion, do not refrain from stating your opinion openly and transparently, as there is no right and wrong answer for the questions. The important thing is your opinion, whatever it is. I promise that the discussion that will happen here, it will not be announced. I will be recording the discussion for the purpose of analysis and reflecting your opinion in the best possible way.

You have the total freedom to participate with your opinions. I promise that the information, which we will record for the purpose of the research and the study, has no bearing on your person. I would only ask that you speak in an orderly manner, each at his turn, do not speak all at once, and respect the others’ opinions, in order to benefit, as much as we can, from the available time. I would like to remind you to put off your mobile phone devices trough the session, which will last for approximately half an hour.

Let us start with introducing yourselves, name, your specialized subject, and the school grade(s) you teach.



## **Members of the Teachers and Management**

### **Project knowledge, its importance, and its implementation mechanisms**

- a) What is the “Community Parents Schools Collations (CPSC)” project implemented at the school? What are the project objectives? What is the significance of this project?
- b) How were you invited to participate in the project / school activities? What do you think of the way on how you were invited?
- c) Why did you participate / or did not participate in the project activities?
- d) How was your participation in the Community Parents Schools Coalitions (CPSC) activities and programs (what shape did it take)? Which activity did you prefer? In your opinion, which activity did not match your school’s environment? Which activity did the students prefer? Why?

### **Relationship between the Students, the Teachers, and the Parents after the Implementation of the Programs**

- a) How was the relationship with the parents and the students at the project “Community Parents Schools Collations (CPSC)”? Interactive, collaborative or other?
- b) What are the outcomes or effects of the Community Parents Schools Coalitions (CPSC) implemented activities on the school, the parents, and the students? What did you think of this experience?
- c) In your opinion, to what extent did the project have the ability to build partnerships with the local community? How did the Building Alliance Project achieve its set objectives? If the project was not able to achieve its set objectives, why?



- d) What did you think of the role of the school alliances that the project has formed at the school? What are your suggestions for the project improvement? What methods were used to build relationships with the parents and the local community? What are the most successful methods? What are the least successful methods?

**Accomplished activities and their impact on the students, parents and the school from the viewpoint of the teachers**

- a) Who is the entity that created the activity implementation plans? How were you involved in this process?
- b) We would like to know the mechanisms of decision-making and design of activities, not their impact.
- c) In your opinion, what were the incentives / obstacles for the student or parents to participate in the school activities and to provide support for these activities?
- d) How did the activities contribute to the communication between the school and the parents / local community? Which activities had the biggest impact? Why?
- e) How do you evaluate the student's participation in activities during or after the regular school hours?
- f) From your perspective, how did the activities of the Community Parent School Coalition (CPSC) contribute to satisfy the students' free time?
- g) In your opinion, do you consider applying the Arabic language strategies, through the Arabic language network and Village Homework, have affected the student's educational level, and why do you consider this?
- h) To what extent did the students improve their skill and interest in reading by joining the reading clubs?



- i) How did the students and the parents accept the extracurricular activities after the regular school hours? In your opinion, what did these activities lack? Why?
- j) How did the school assess its required needs from the parents and the local community, and vice versa?
- k) What was the mechanism used to merge Syrian students/parents in the community activities? How were these Syrians included in the process?
- l) In your opinion, what impact did the implementation of activities have on the relationship between the Jordanian and Syrian students? How did you perceive this?

**In their perspective, the impediments / challenges faced by the project, and how were they solved?**

- a) What are the implementation challenges for the activities, the programs, and the work of the Community Parents Schools Coalitions (CPSC)?

**Is there any suggestions or last words that you would like to share with us?**

**Please do not hesitate to share them.**

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## Discussion Guide (4) Focus Groups: Interview Questions / Local Organizations (Associations)

### Introduction

To begin with, I would like to welcome you all, my name is ....., I work in the area of research and studies with Queen Rania Teacher Academy. ***Today, we are conducting a study for the partial evaluation of the project “Building School Alliances, a Component of the Project Building Supportive and Comprehensive Learning Environments at Public Schools”.***

I would like to thank you for your approval to provide us with your precious time to share with us your comments and suggestions through this session of ‘focus group discussion’. I will be discussing number of topics that relates to you being the Local Organizations (Associations) and representatives of the local community. We would like to hear your opinion regarding the “Community Parents Schools Collations”. I hope that you would provide me with answers that reflect your personal opinion, do not refrain from stating your opinion openly and transparently, as there is no right and wrong answer for the questions. The important thing is your opinion, whatever it is. I promise that the discussion that will happen here, it will not be announced. I will be recording the discussion for the purpose of analysis and reflecting your opinion in the best possible way.

You have the total freedom to participate with your opinions. I promise that the information, which we will record for the purpose of the research and the study, has no bearing on your person. I would only ask that you speak in an orderly manner, each at his turn, do not speak all at once, and respect the others’ opinions, in order to benefit, as much as we can, from the available time. I would like to remind you to put off your mobile phone devices trough the session, which will last for approximately half an hour.



Let us start with introducing yourselves, personal name / name of the local organization (association)

**Project knowledge, its importance, and its implementation mechanisms**

- a) What is the “Community Parents Schools Collations (CPSC)” project implemented at the school? What are the project objectives? What is the importance of this project?
- b) How were you invited to participate in the project / school activities? What do you think of the way on how you were invited?
- c) Why did you participate / or did not participate in the project activities or in the school activities that the school has implemented through the Community Parents Schools Coalitions (CPSC)?
- d) What were the forms / types of your roles participating in the implemented activities? What was your role in the activity? (Activity implementation, follow-up, monitoring, inviting participants, fund raising, etc.)
- e) How did the school assess its required needs from the parents and the local community, and vice versa?

**Accomplished activities and their impact on the students, parents and the school from the viewpoint of the local organizations (associations)**

- a) What are the activities that you have participated in with the school (or, the school has supported / contributed to its implementation)?
- b) What is the significance of participating with the school in implementing the activities? In your opinion, what is the role of the civil society organization (i.e. your association) in regards to the school? What was your role in supporting the school?



- c) What are the things / issues that attract the attention of the civil society organizations (i.e. your association) to provide support and collaboration with the school?
- d) From your perspective and general experience, what are the most common activities that encourage children to attend? Why?
- e) According to your experience in public work, how would you describe the role of the local community and parents in the school activities and programs before the project, and what happened now?

**How did the training programs affect the capacity building of the local community members, and in what areas?**

- a) What is the significance of the training courses in which you had attended? What were your comments on them?
- b) How did you benefit from these courses at the school and the local community levels?
- c) State the most important issues that you were able to solve with the school at your local community. How did you solve the issue?

**Relationship between the civil society organizations and the school**

- a) How do you see and evaluate your relationship (as a society) with the school after you have had the Community Parents Schools Coalitions (CPSC) formation experience?
- b) How did the Community Parent School Coalition (CPSC) assist in developing the relationship between the civil societies (i.e. your association) and the school? (How can you describe this relationship using examples and work mechanisms?)

- c) What is the sense of direction that you feel when participating in one of the activities carried out by the school, which serves its local community? After the implementation of this project, how did the school role change towards the local community/ and the civil society organizations (i.e. your association)? (The question should be asked on personal not collective basis.)

## Annex (2) Focus Group Discussion Sample Table

الطلبة Students	الهيئة التدريسية والإدارية Teachers and Management	المجتمع المحلي/أولياء الأمور Local Community/ Parents
1. م. الفدين.س	-1 م. الفدين.س	.1 . .
.2 . . .	-2 رقية بنت الرسول.س.بنين	.2 م.حسين الطوالبه.ث.بنين
.3 . . .	-3 . . .	.3 . . .
4. م. النهضة.س.م	-4 م. القويسمة.ث.بنات	.4 . . .
5. م. الصريح.ث.بنات	-5 م. زرقاء اليمامة .ث.بنات	.5 م.علي الركابي.س.بنين
.6 . . .	-6 . . .	.6 م.خديجة بنت خويلد.ث.بنات
	-7 . . .	.7 م.نسيبة المازنية.س
	-8 م.الهاشمية.بنين	.8 . . .
		.9 . . .

