
Cultivating Inclusive and Supportive Learning Environment - CISLE II

End of Project Indicators
External Evaluation

April 2020

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List of Acronyms

CBOs	Community Based Organizations
CISLE II	Cultivating Inclusive and Supportive Learning Environment
FGD	Focus Group Discussion
MoE	Ministry of Education
PSS	Psychosocial Support Program
QRTA	Queen Rania Teacher Academy
TC	Teachers College
TOC	Theory of Change
USAID	The United States Agency for International Development

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Executive Summary

This evaluation report presents the findings of the evaluation of two end of project indicators of Cultivating Inclusive and Supportive Learning Environment (CISLE) phase II project implemented by Queen Rania Teacher Academy (QRTA) with support from The United States Agency for International Development (USAID). These two indicators are:

- 1. Impact level indicator: % of students reporting improved education environment.**
- 2. Outcome level indicator: % of school community members reporting increasing their awareness of inclusion practices.**

To measure the aforementioned indicators, this evaluation adopted a methodology that includes qualitative and quantitative methods, such as: desk research survey and focus group discussions. Hence, a representative sample from students 1,145 was selected across the kingdom for the survey and 170 participants from students and school community members were selected for the Focus Group Discussions (FGDs).

The data collection process went through one working month within December 2019 and February 2020 due to the schools' mid-year holidays.

As for the result of the first indicator: Impact level indicator: **% of students reporting improved education environment**. The overall findings were generally positive and indicated positive impact of this project from both students and community members' perspectives. 4.17 out of 5 or 83.9% out of 100% was the total Mean that students reported as improvement in the educational environment as a result of CISLE II. Mean for males was 84.3% and for females was 83.8%.

In addition to that, students from all targeted grades assured the positive impact of this project with a slight difference (Mean 84.8% and 83.9%) for the two age groups (10-14, 15-18) years old respectively. Additionally, both Jordanian and students from other nationalities like Iraqi and Egyptian also reported a critical positive impact by 84.5%, 83.9% respectively. Syrian students also reported a high positive Mean of 82.1%.

Additionally, across all findings it was clear that students were aware of the new and improved educational and interactive strategies and indicated clearly that their teachers applied these strategies regularly. Therefore, 83.6% of the students assured that teachers applied "Think-Pair-Share" as an educational strategy, and 78.1% assured that their teachers used "Code of Ethics". 59.8% and 62.2% from the students reported that their teachers applied "Traffic Light Cups" and "Exit Ticket" respectively.

Also, students' role and their involvement and integration in the planning and the design of the educational and interactive strategies in the classroom was highly appreciated by the students. In this regard students acknowledged their important role in these strategies and their participation at the creation of these strategies such as "Code of Ethic", where 78.1% students reported that they participated in the creation of this strategy.

Moreover, 109 FGDs students' participants indicated the impact of CISLE II activities on the enhancement of the educational environment, and expressed their perceptions on the different aspects of an inclusive learning environment such as: "Our teachers introduce the child rights and the negative impact of the bullying and since that time we didn't suffer from

verbal and physical bullying and the students are being more acceptance of other nationalities” Male students (10-14) years old- Naour district- Amman. “We knew the psychosocial and pedagogical strategies like “Code of Ethics”, “Bend and Pass”, “Exit Tickets”, “Journal Writing” ...etc. And we used to apply them inside the classroom with our teachers... these strategies become part of our daily education process inside the classroom.” Female students (10-14) years old- Mouqar district- Amman.

As for the outcome of the second indicator: **the % of school community members reporting increasing their awareness of inclusion practices.** All the participants (N=61, 100%, in a sample of 48% males and 52% females) assured the positive increase of their awareness of inclusion practices and better relations with schools as a result of this project.

Additionally, the school community members described the improvement of their awareness of the inclusion process in different aspects like: “Before, the community’s perception towards the school was very traditional and the school was a separated entity with no relationships with the local community and since the day the student enter the school they will be disconnected from the outside community... Because of this project, these perceptions had been changed and the relationship between the school and the community become more interactive and participatory as well as the level of inclusion and harmonization is increased.” Balq FGD, community members.

Impact Level Indicator: % of students reporting improved education environment	
key learning	<ul style="list-style-type: none"> • Psychosocial Support Program (PSS) activities were needed significantly to enhance the inclusion between students from different nationalities in schools at refugee hosting communities. • Syrian students’ integration with other Jordanian students and students from different nationalities is found to be a critical approach to improve the learning environment and make it inclusive. • Majority of the interactive pedagogical strategies were effective and helpful in the creation of integration and encouragement educational environment among students from different nationalities. • Improvement in knowledge levels and practices among teachers on how to use PSS skills in their teaching is clear and evident in the evaluation findings. • Students’ reporting improved and inclusive educational environment as a result of CISLE II training program was clear and evident in the evaluation findings.
What was effective?	<ul style="list-style-type: none"> • Teachers training and capacity building activities on the PSS strategies and interactive pedagogy strategies, such as skill building, problem solving, supportive communication, avoid being judgmental, feeling reflection, and self- confidence • Practicing educational strategies like “Traffic Light Cups” and “Bend and Pass” were very effective in creating team-work, respectful relationship between students and enhance students’ communication skills and self- confidence. • PSS support and activities were very effective and greatly supported creating safe and friendly educational environment for Jordanian as well as Syria students and other nationalities.

	<ul style="list-style-type: none"> Practicing “Code of Ethics” by the teachers helped in reducing the bullying behavior among students.
How we can improve in the future? (wider learning)	<ul style="list-style-type: none"> Sustaining the supporting materials to ensure the implementation of the educational strategies at the school, such as (colored cards, markers, tape. etc.) Maintaining the implementation of the educational strategies by teachers. Conducting more follow up and monitoring activities from QRTA side such as field visit, monthly or quarterly reviews and learning workshop to capture the learning and demonstrate the lessons learnt and success stories, also, mitigate the challenges. Conducting a regular coaching session with the teachers to refresh their information and skills about the educational strategies as well as to discuss and agree on the challenges, risk and mitigation strategies that can be done by the teachers to guarantee the quality of the educational process by using these strategies.
<p>Outcome Level Indicator: % of school community members reporting increasing their awareness of inclusion practices.</p>	
key learning	<ul style="list-style-type: none"> Inclusion awareness strategy used in the project is clear and significant for the improvement of educational environment, creation of a partnership relation between schools and the local community, and the creation of social responsibility among the community members toward schools and the overall educational process. Establishing partnership between schools and local communities is critical to succeed in inclusion awareness and raise the quality of the educational environment. Including students as members of the school community is an important empowerment approach of the students for both educational and personal levels. Inclusion of Syrian and local community members like parents and local Community-Based Organizations’ (CBOs) directors is a key element in the creation of social cohesion and social responsibility regarding the community role in the educational process at schools.
What was effective?	<ul style="list-style-type: none"> Training the teachers and conducting capacity building activities on the interactive pedagogies and the different educational strategies Model Community Schools (MCS) approach was a very effective approach for the school and the community. It enhanced the interactive relationships between the two sides and increased the community ownership and their social responsibility towards the schools and the educational process in general. The inclusion of students and families from different nationalities to enhance social cohesion and inclusion. Economic empowerment projects such as food production, yoghurt production, and medical herbs.

	<ul style="list-style-type: none"> • Reading Clubs were effective in creating interactive relationship between the community and the school to enhance the reading practices among the students. • Inclusion trainings were effective in building the community members' capacities such as fundraising, advocacy and awareness activities, and inclusion of community resources for school improvement.
<p>How we can improve in the future? (wider learning)</p>	<ul style="list-style-type: none"> • More facilitation efforts from Ministry of Education (MoE) are needed to facilitate school community-based activities (the school has to get approval for each activity from the MoE which causes delays in implementation). • The project needs to expand to target new schools in different areas to reach for more new communities. • Clearer guidance on the selection criteria for economic empowerment project. • Conducting more follow up and monitoring activities from QRTA side such as field visit, monthly or quarterly reviews and learning workshop to capture the learning and demonstrate the lessons learnt and success stories of the targeted communities, also, mitigate the challenges.

Conclusions

According to the findings of the evaluation of the two indicators of the PSS project, the overall conclusion indicated that CISLE II had a very significant, important and positive impact from the students' and community members' perceptions. The majority of the studied sample, indicated to the impact on the educational environment, students, teachers, schools as well as the local community.

4.17 or 83.4% is the total mean of students' perceptions towards the improvement in the educational environment, which is significantly high. Also, all students N=109, 100% who participated at the FGDs reported that their participation and the educational and PSS strategies was very helpful and enhance their ability to understand the lessons as well as enhance their relationship with other students from other nationalities such as Syria and Iraqi.



Although there are some challenges that limit the achieving the desired impact in some schools, due to the school infrastructure and the large number of students in each classroom, but the majority of the students indicated that they like these activities and they wish if they can be sustained in their school.

On the other hand, this project demonstrates a crucial impact from Syrian students and community members' perspectives. They clearly indicated their relationship improvement with other students and the local community. Additionally, the inclusion practices enhanced the social cohesion as well as provided community members with income generating sources. It was clear that targeting students from different nationalities in addition to the Jordanian students had an impact on reducing the level of violence, bullying and verbal violence between students at schools.

Also, the psychosocial track impact was very clear from students and community members' perspectives. Students indicated their feelings about their school as well as the interactive relationship between them and the school as a governmental institution by leading the planning and the implementation of different participatory inclusion activities and initiatives such as open days, awareness session, and Bazar.

However, the most significant impact of this projects according to the students and the community committee members, was about the enhancement of students' personality, self-confidence, communication skills, respect other opinions, ask for permissions, and critical thinking. Also, their willingness to learn and to participate at groups activities. This impact increased the students' educational achievement and bridge the gaps between students and teachers as well as support the creations quality educational environment.

Recommendations

In order to maximize the impact of these strategies and improve the educational environment, we recommend the following:

- Proceed and expand the implementation of CISLE II educational and PSS strategies.
- Equip schools with more materials and logistics on monthly basis.
- Conduct extracurricular activities focusing on the technology and computer activities.
- Support the reading clubs with extra reading resources to meet all students needs and favourite reading topics such as international novels and stories.
- Sustain a monitoring and evaluation tool from QRTA team to ensure the implementation of the project activities is aligned with the purpose.

- Ensure the sustainability of the project activities and including other districts and other schools to maximize the impact.
- Increase the allocated amount for the economic initiatives to maximize the impact and create the change in families' economic situations.
- Conducting trainings on marketing skill "How to promote your product" for community members.
- Create a clear guidance to describe the criteria for funding the economic projects.
- Shorten the facilitation process period that is needed from MOE to facilitate the planning and the implementation of the activities by the schools inside the community and outside the official school hours, by mitigating for this while planning the activities
- Conduct ongoing training workshops for teachers and community members with focus on psychosocial support PSS.



بناء بيئة تعلم داعمة وشاملة، المرحلة الثانية

يستعرض هذا التقرير التقييمي النتائج التي خلص إليها تقييم مؤسري نهاية مشروع بناء بيئة تعلم داعمة وشاملة في مرحلته الثانية منذ العام 2016 وحتى 2019 والذي نفذته أكاديمية الملكة رانيا لتدريب المعلمين بتمويل من الوكالة الأميركية للتنمية الدولية. يتمثل المؤشران بكل من:

1. المؤشر الأول على مستوى الأثر: % نسبة الطلبة الذين أكدوا على تطور البيئة التعليمية؛
2. المؤشر الثاني على مستوى النتائج: % أعضاء اللجان المدرسية الذين أكدوا على زيادة وعيهم في أنشطة التعليم الدامج.

لغايات قياس هذين المؤشرين، تم تبني منهجية تقييم اعتمدت على توظيف أدوات كمية ونوعية مثل: مراجعة الوثائق والتقارير السابقة الخاصة بالمشروع، وتوظيف كل من المسح الاجتماعي ممثلاً باستخدام الاستبانة إلى جانب مجموعات النقاش المركزة. كما تم تصميم عينة ممثلة للطلبة بلغ حجمها الإجمالي 1145 طالب وطالبة من الأقاليم الثلاثة على مستوى المملكة لتعبئة الاستبانة و170 مشارك ومشاركة من الطلبة وأعضاء اللجان المجتمعية للمشاركة في مجموعات النقاش المركزة.

وفيما يتعلق بعملية جمع البيانات، فقد استمرت على مدى شهر تقريباً خلال شهري كانون الأول من العام 2019 وشباط من العام 2020 نتيجة لتزامن عملية التقييم في المراحل النهائية للفصل الدراسي الأول للمدارس المستهدفة من المشروع.

أما بالنسبة لأهم النتائج التي توصل إليها التقييم والمتعلقة بمؤشر الأثر: % نسبة الطلبة الذين أكدوا على تطور البيئة التعليمية؛ فبشكل عام كانت النتائج إيجابية، وتؤشر إلى الأثر الإيجابي للمشروع من وجهة نظر كل من الطلبة وأعضاء اللجان المحلية. وقد بلغ المتوسط

الطبة الذين أكدوا على ذلك ما نسبة **83.9%** من **100%** أو **4.17** من **5**، حيث بلغت قيمة الوسط الحسابي لأجمالي الطبة المستفيدين من المشروع ممن أكدوا على تحسن البيئة التعليمية كنتيجة له **83.8%** للإناث و **84.3%** للذكور.

إضافة إلى ذلك، فقد أكد الطبة من كافة الصفوف الدراسية على الأثر الإيجابي للمشروع مع اختلاف بسيط بلغ قيمته (**84.8%** و **83.9%**) متوسط حسابي لكل من الفئات العمرية (**10-14**، و **15-18**) سنة لكل منهما على التوالي. أيضا، أشار كل من الطبة الأردنيين وغيرهم من الطبة من الجنسيات الأخرى كالعراقيين والمصريين على الأثر الملفت والواضح بواقع **84.5%** و **83.9%** لكل منهما على التوالي، مقارنة مع الطبة السوريين ممن أكدوا على الأثر الإيجابي لهذا المشروع بوسط حسابي بلغت قيمته **82.1%**.

إلى جانب ذلك، ومن خلال استعراض كافة نتائج التقييم، فقد كان واضحا أن كان الطبة على معرفة تامة باستراتيجيات التعليم التفاعلية الجديدة حيث أكدوا بصورة واضحة على تطبيق معلمهم ومعلمتهم لهذه الاستراتيجيات بصورة متكررة. وعليه، فقد أكد **83.6%** من الطبة على تطبيق معلمهم لاستراتيجية "فكر، ناقش، شارك" كاستراتيجية تعليمية، و **78.1%** من الطبة قد أكدوا على تطبيق معلمهم ومعلماتهم "دستور الغرفة الصفية". كما أكد ما نسبته **59.8%** و **62.2%** على تطبيق معلمهم ومعلماتهم كل من استراتيجيات "أشارة المرور" و "بطاقة الخروج" على التوالي.

إلى جانب ذلك، أشار الطبة على دورهم المهم في عملية تصميم وتخطيط وتنفيذ الاستراتيجيات التعليمية التفاعلية داخل الغرفة الصفية. حيث بدا واضحا إدراكهم لأهمية دورهم في هذه الاستراتيجيات ومشاركتهم في تطبيقها والتخطيط لها كما هو الحال في "دستور الغرفة الصفية" بنسبة **78.1%**.

إضافة إلى ذلك، فقد أكد **109** من الطبة المشاركين والمشاركات في مجموعات النقاش المركزة على الأثر الواضح لمشروع بيئة تعلم داعمة وشاملة 2، في تطوير وتعزيز البيئة التعليمية، موضحين تصوراتهم حول هذا الأثر من خلال مجموعة من الاقتباسات مثل: "لقد قدم معلمنا حقوق الطفل والآثار السلبية للتنمر، ومنذ ذلك الوقت لم نعد نعاني من التنمر والعنف اللفظي والجسدي بين الطبة، وأصبح الطبة أكثر تفهماً وتقبلاً لنظرائهم من الجنسيات الأخرى" طلبة ذكور (**10-14**) سنة، لواء ناعور، عمان. " نحن نعرف الاستراتيجيات التعليمية والتفاعلية واستراتيجيات الدعم نفس اجتماعي، مثل دستور الغرفة الصفية، اثن ومرر، بطاقة الخروج، والمفكرة العلمية ... الخ. كما اعتدنا على تطبيق هذه الاستراتيجيات في الغرفة الصفية مع معلمينا... لقد أصبحت هذه الاستراتيجيات جزءا لا يتجزأ من علمية التعلم اليومي في الغرفة الصفية". طلبة إناث (**10-14**) سنة، لواء الموقر، عمان.

وفيما يتعلق بالمؤشر الثاني: مستوى النتائج: % أعضاء اللجان المدرسية الذين أكدوا على زيادة وعيهم في أنشطة التعليم الدامج. فقد أكد كافة المشاركين والمشاركات (العدد **61=100%** وبعينة تمثل **48%** من الذكور و **52%** من الإناث) على زيادة وعيهم ومعرفتهم بممارسات وأنشطة التعليم الدامج والدماج.

إضافة إلى ذلك، لقد عبر أعضاء اللجان المجتمعية في المدارس على وعيهم بأنشطة وممارسات التعليم الدامج والدماج من خلال قولهم: "في السابق، كانت اتجاهات المجتمع المحلي نحو المدرسة تقليدية وأن المدرسة مؤسسة منفصلة ومستقلة لا تربطها بالمجتمع المحلي أية علاقة. ومنذ دخول الطبة إلى المدرسة يصبح هناك انقطاع كامل بينهم وبين المجتمع المحلي ... ونتيجة لهذا المشروع فقد تغيرت اتجاهات وتصورات المجتمع نحو المدرسة، وأصبحت العلاقة بين المدرسة والمجتمع أكثر تفاعلية وتشاركية وارتفع مستوى الدمج والانسجام بشكل عام". مجموعة نقاش مركزة في البلقاء، أعضاء لجان مجتمعية.

المؤشر الأول على مستوى الأثر: % نسبة الطلبة الذين أكدوا على تطور البيئة التعليمية	
<p>محاور التعلم الأساسية</p> <ul style="list-style-type: none"> • الدعم النفس اجتماعي والتواصل الداعم محور أساسيًا وهامًا في تعزيز العلاقات والتواصل بين الطلبة من جنسيات مختلفة في المدرسة والمجتمعات المستضيفة للأجانب • دمج الطلبة السوريين في العملية التعليمية إلى جانب الطلبة الأردنيين و الطلبة من جنسيات أخرى يعتبر منهجًا هامًا في تطوير البيئة التعليمية وجعلها دامجة • غالبية استراتيجيات التعليم التفاعلية كانت فعالة ومفيدة في تطوير بيئة تعليمية داعمة ومشجعة للطلبة ومن الجنسيات كافة • تطوير معارف وممارسات المعلمين والمعلمين حول مهارات الدعم نفس اجتماعي وتوظيفها في العملية التعليمية كان واضحًا • تأكيد الطلبة على التطور الواضح في البيئة التعليمية كواحد من الآثار المباشرة للتدريبات التي اشتمل عليها مشروع بناء بيئة تعلم داعمة وشاملة كان ذو دلالة واضحة 	
<p>ما الذي كان فعالاً؟</p> <ul style="list-style-type: none"> • تدريب وبناء كفاءة المعلمين في استراتيجيات الدعم نفس اجتماعي واستراتيجيات التعليم التفاعلي كان ذو أثر واضح في بناء المهارات وحل المشكلات والثقة بالنفس لدى الطلبة • ممارسة وتطبيق استراتيجيات التعليم مثل: إشارة المرور " اثن ومَرر " كانت فعالة في تطوير العمل بروح الفريق، وخلق علاقات احترام بين الطلبة وتطوير مهارات الاتصال والتواصل لدى الطلبة والثقة بالنفس • أنشطة الدعم نفس اجتماعي كانت فعالة جدًا في خلق بيئة تعليمية صديقة للطلبة الأردنيين والسوريين على حد سواء • تطبيق استراتيجيات التعليم " دستور الغرفة الصفية" من قبل المعلمين والمعلمات ساهم في تخفيف السلوكيات المتنامرة لدى الطلبة 	
<p>كيف يمكن تطوير المشروع؟ (التعلم بعيد المدى)</p> <ul style="list-style-type: none"> • توفير المواد اللازمة لتطبيق الاستراتيجيات لضمان استدامة تنفيذها في المدارس مثل (البطاقات الملونة والأقلام واللاصق ... وغيرها • استدامة تنفيذ الاستراتيجيات التعليمية من قبل المعلمين والمعلمات • تنفيذ أنشطة متابعة من قبل فريق أكاديمية الملكة رانيا، مثل الزيارات الميدانية، وحلقات التعلم والمراجعة الشهرية أو الربعية لحصاد التعلم وتعزيز ونشر الدروس المستفادة وقصص النجاح، وتحديد التحديات وكيفية تجاوزها • تنفيذ جلسات متابعة ومرافقة للمعلمين لتحديث وتطوير معارفهم ومهاراتهم حول استراتيجيات التعلم، ومناقشة والاتفاق على التحديات وآليات تجاوز هذه التحديات والتخلص منها والتي من الممكن تبنيها من قبل المعلمين والمعلمات لضمان تحسين جودة العملية التعليمية باستخدام هذه الاستراتيجيات 	
<p>المؤشر الثاني على مستوى النتائج: % أعضاء اللجان المدرسية الذين أكدوا على زيادة وعيهم في أنشطة التعلم الدامج</p>	
<p>محاور التعلم الأساسية</p> <ul style="list-style-type: none"> • لقد كانت استراتيجيات التعلم الدامج المستخدمة في المشروع ذات دور واضح وكبير في تطوير البيئة التعليمية وخلق علاقة شراكة بين المجتمع المحلي والمدارس 	

<ul style="list-style-type: none"> • تأسيس وتطوير علاقة شراكة بين المدارس والمجتمع المحلي كان نهجًا هامًا في رفع الوعي بممارسات وأنشطة التعلم الدامج وتحسين جودة البيئة التعليمية بنجاح • تضمين اللجان المجتمعية على طلبة المدارس ليكونوا أعضاء في هذه اللجان يعتبر منهجًا هامًا في تمكين الطلبة على المستويين الأكاديمي والتعليمي و الشخصي • دمج السوريين وأعضاء المجتمع المحلي كالأباء والأمهات وممثلي مؤسسات المجتمع المحلي كان مؤشرًا هامًا في خلق المسؤولية الاجتماعية والمتعلقة بدور المجتمع في العملية التعليمية في المدرسة 	
<ul style="list-style-type: none"> • تدريب المعلمين والمعلمات وأنشطة بناء الكفاءة على استراتيجيات التعليم التفاعلي المختلفة • نموذج العمل مع المجتمع المحلي عن طريق المدارس و اللجان المجتمعية كان فعالًا لكل من المدرسة والمجتمع. حيث ساهم في تعزيز العلاقة التفاعلية بين الطرفين وزيادة شعور المجتمع بالملكية والمسؤولية المجتمعية نحو المدارس والعملية التعليمية بشكل عام • دمج الطلبة والأسر من كافة الجنسيات عزز من التناغم والانسجام المجتمعي • المشاريع والمبادرات الممكنة اقتصاديا مثل المطابخ الإنتاجية (صناعة الطعام)، وصناعة الألبان والأعشاب الطبية • نوادي القراءة كانت فعالة في خلق علاقة تفاعلية وتشاركية بين المدرسة والمجتمع وعززت من ممارسات القراءة والمطالعة بين الطلبة • التدريب على مهارات التعليم الدامج فعالة في بناء كفاءة أعضاء اللجان المجتمعية في التمويل وكسب التأيد ورفع الوعي، إلى جانب استقطاب الموارد المحلية في تطوير المدارس 	<p>ما الذي كان فعالاً؟</p>
<ul style="list-style-type: none"> • بذل المزيد من الجهود التنسيقية من قبل وزارة التربية والتعليم لتسهيل عمل وأنشطة المدرسة المعتمدة على الشراكة مع المجتمع المحلي وتسهيل عملية الحصول على الموافقات الخاصة بهذا الجانب من قبل وزارة التربية والتعليم والتي عادة ما تتأخر وما يترتب على ذلك من تأخير في عملية التنفيذ • يجب توسيع نطاق تنفيذ المشروع وتقديم التدريب لمداس جديدة ضمن منهجية المدارس المجتمعية في مناطق مختلفة • توفير معايير واضحة لعملية اختيار المشاريع والمبادرات التي تحظى بفرص الدعم المالي والخاصة بالتمكين الاقتصادي للمجتمع • تنفيذ جلسات متابعة ومرافقة للمعلمين لتحديث وتطوير معارفهم ومهاراتهم حول استراتيجيات التعلم، ومناقشة والاتفاق على التحديات وآليات تجاوز هذه التحديات والتخلص منها والتي من الممكن تبنيها من قبل المعلمين والمعلمات لضمان تحسين جودة العملية التعليمية باستخدام هذه الاستراتيجيات 	<p>كيف يمكن تطوير المشروع؟ (التعلم بعيد المدى)</p>

About the Program

Queen Rania Teacher Academy (QRTA) is an independent non-profit organization committed to the vision of Her Majesty Queen Rania Al-Abdullah of empowering educators with the skills, recognition, and support necessary to excel in their classrooms. QRTA was launched in 2009 under the patronage of Her Majesty Queen Rania Al-Abdullah and in partnership with Columbia University's Teachers College (TC), and the Jordanian Ministry of Education (MoE).

Guided by an ambitious vision of Her Majesty Queen Rania Al-Abdullah, QRTA aspires to significantly contribute to empower educators and equip them with the knowledge and skills to positively influence the future generation of Jordan and the Arab world by spearheading education policy reform and teacher professional development.

Project Impact Level Measurements

According to the project Theory of Change (TOC), agreed Monitoring and Evaluation Framework, and agreed project logic-model, a set of performance indicators has been agreed on, to assess the impact on different levels, outcomes of the project, and outputs. Two of these indicators will be measured under this consulting assignment. One of them is on the impact level and one is on the outcome level as follows:

- 1. Impact level indicator: % of students reporting improved education environment.**
- 2. Outcome level indicator: % of school community members reporting increasing their awareness of inclusion practices.**

Introduction

Objectives

The overall objective of this evaluation is to provide solid evidence on the extent to which the two end of project indicators have been achieved, and which project activities contributed mostly to this achievement.

Evaluation Audience

The outcome and recommendations of this evaluation will be used by QRTA to enhance future implementation of Education in Emergency interventions as well as providing USAID and MoE with the outcomes achieved, and impact of the project.

Evaluation Questions

This evaluation aims to answer the main two questions:

1. To what extent has the project contributed to increased percentage of students reporting improvement in education environment?

2. To what extent has the project contributed to increased percentage of school community members reporting increased level of awareness of inclusion practices?

Additionally, this evaluation is providing QRTA with information of the achievement level of these performance indicators and inform QRTA's future planning of similar work through the following key areas:

- Key learning
- What was effective?
- How we can improve in the future? (wider learning)

Methodology

In order to achieve the aforementioned objectives, the evaluation adopted a combined methodology of quantitative and qualitative tools which are:

- Desk review: review all the project documents such as: log frame, tools and the baseline and other evaluation reports in order to create a common understanding about the project across the evaluation team.
- Survey: Quantitative tool which includes number of questions about the students' knowledge and attitudes towards the educational strategies and PSS. Also, the survey included a specific section about students' suggestions and challenges that faced by them at their school in general and about the educational strategies particularly. ¹
- Focus group discussion: Qualitative tool which was used to collect qualitative data from the students. The focus group discussion guide included number of themes about students' knowledge, attitudes and practices towards the psychosocial and pedagogical strategies, it also includes the impact of practicing these strategies on students from different aspects like educational, behavioural as well as psychosocial levels. ²
- Focus group discussion: Qualitative tool which was used to collect more in depth and comprehensive data form the community members. The focus group discussion guide included four main themes about the community members' knowledge, attitudes and practices of the psychosocial and pedagogical strategies and to what extend these strategies created the impact of these committees and led to more inclusion of the schools in the community. In addition to the main challenges that was faced by the community members and the recommendation that can enhance the inclusion in the future. ³

Sampling Design and Selection Process

The sample was designed for the two indicators like below:

First indicator:	Total sample	Survey	Total sample	FGD
Impact level indicator: % of students reporting improved education environment.	1110		109	

¹. Annex # 1: Students' Survey.

². Annex # 2: Students' focus group discussion guide

³ Annex # 3: Community members' focus group discussion guide.

Outcome level indicator: % of school community members reporting increasing their awareness of inclusion practices.		61
Total sample size of all groups for the two indicators	1280	

Table 1 : Total sample size for the two indicators

Sample Frame

The sample frame was identified based on the provided database from the QRTA which included list CISLE II targeted schools according to MoE databases 2016 & 2019. The dataset was classified by class, number of students, gender and nationality.

Sample Size and Design

Survey Sample

In order to choose the sample to be surveyed, certain equation should be used, taking into consideration the actual size of the targeted schools and the number of students in each school, by the following steps:

1. The total number of students in the targeted schools by nationality.
2. clustering the students according to their nationalities (Jordanian, Syrian and other nationalities).
3. Taking into consideration the confidence level.
4. Taking into consideration margin of error.
5. The actual size of targeted school across the country.
6. Data analysis level.
7. Then based on the above considerations, that sample was selected by the following formula:

$$SS = [Z^2 * (p) * (1-p)] / C^2$$

Where:

- Z = Z value (e.g. 1.96 for 95% confidence level).
- p = percentage picking a choice, expressed as decimal. (.5 used for sample size needed).
- c = confidence interval, expressed as decimal. (e.g., .04 = ±4).

And to ensure that the sample size is reflecting the actual targeted students' size, we apply the following formula:

$$\text{New SS} = 1 + [(SS-1)/\text{pop}] \quad (\text{The total \# of students at the targeted schools} = \text{pop})$$

Governorates	# of school per governorate	% of school per governorate	# of targeted school per governorate
--------------	-----------------------------	-----------------------------	--------------------------------------

Amman	135	15%	14
Balqa	18	%2	2
Zarqa	87	10%	9
Madaba	48	6%	5
Irbid	209	25%	21
Mafraq	77	9%	8
Jerash	33	4 %	3
Ajlune	53	6 %	5
Karak	90	11%	9
Tafeelah	33	4%	3
Maan	49	6%	5
Aqaba	20	2%	2
Total	852	100%	86

Table 2: Sample disaggregated by governorates and schools

In total 86 schools were calculated using confidence level 95% and confidence interval 5%. So, the total sample size of student across the 86 schools is 1131 students; like the below table:

Nationality	Male	Female
Jordanian	101	289
Syrian	121	259
Other nationalities	73	288
Sub total	295	836
Total	1131	

Table 3 Sample disaggregated by nationality and gender

The total sample was disaggregated by gender, nationality and governorate based on the actual number of each group in the database.

It's important to note that the evaluation team was able to collect 1145 surveys comparing with the planned sample for each category to avoid any missing data in the surveys as back up strategy. like the below table.

Groups	Actual #	% of each group form the actual # of each group	Total Planned sample	Total reached sample
Jordanian Male	56291	26.2%	101	162
Jordanian Female	158267	73.8%	289	407
Syrian Male	4274	32.0%	121	107
Syrian Female	9076	68.0%	259	247

Other nationalities Male	915	20.2%	73	54
Other nationalities Female	3609	79.8%	288	168
Total sample size from all groups	232432		1131	1145

Table 4 :Total planned sample comparing with the actual reached disaggregated by nationality and gender

The actual sample size that was reached by the evaluation team is 1145 surveys as its described in the below table:

Governorates	Frequency	Percentages
Amman	190	16.6%
Balqa	42	3.7%
Zarqa	110	9.6%
Madaba	69	6.0%
Irbid	276	24.1%
Mafraq	104	9.1%
Jerash	39	3.4%
Ajlune	65	5.7%
Karak	117	10.1%
Maan	67	5.9%
Aqaba	27	2.4%
Tafelah	39	3.4%
Total	1145	100

Table 5: Actual Sample disaggregated by governorate

FGD Sample - Community Members

In order to create comprehensive understanding of CISLE II project's impact form the community committees' perception; 6 focus groups discussions were conducted across the country. The following table explains the FGD sample size and details including the total number of participants for each group disaggregated by position and region.

Regions	# of FGDs	# Local Community (Parents and CBOs)	# Students	# teachers and librarians
Middle	1	6	3	4
	2	6	2	4
North	1	7	2	4
	1	5	2	4
South	1	4	3	5
Sub Total	6	28	12	21
Total			61	

Table 6 : Community committees FGD sample

FGD Sample – Students

As for the student FGD sample, the total # of FGDs (11 FGD = 109 participants). FGD for each gender, and each gender was divided into two age groups (10-14) and (15-18) years old. the FGDs implementation was done into consideration of the following points:

- The total number of schools and students targeted by the project across the three regions.
- Each group nearly included 6-13 participants.
- FGD data collection tool targeted an equal gender disaggregation (6 male FGDs and 6 female FGDs).
- Male FGDs conducted separately from female FGDs.
- Each FGD included students from all nationalities, Jordanian, Syrian and other nationalities
- As for the age groups disaggregation, the initial planning was to group the student in to two age groups (10-12) and (13-18) years old. But during the data collections, it was difficult to ask the students to participate at the FGDs outside their school as per the QRTA and MOED regulations to avoid any movement of students outside the schools, the evaluation team decided to change the age groups to be (10-14) and (15-18) years old.
- As for the total number of students' FGDs it was planned to conduct 4 FGDs per region, and due to the exams and the last week of school first semester it was difficult to find students from high grades(15-18 years old) in Karak governorate, therefor, 3 FGDs were conduct in south region at Karak governorate.

Region	# of FGDs	(10-14 years old)		(15-18 years old)		Sub total
		Male	Female	male	Female	
North	4	6	13	5	12	36
Middle	4	6	13	4	13	36
South	3	6	13	5	13	37
Total	5	18	39	14	38	109

Table 7 : Student FGDs sample by age, region and gender

Data Quality

In order to ensure data quality, the evaluation team applied the following steps:

- Recording the focus groups discussions as a reference for data analysis
- The approval from the parents, and families was collected by a consent form used and shared in advance with the student's families.
- Training the evaluation team on data collection tools and ethics.
- The data collection tools were designed with close consultation of QRTA program and M&E team.
- Survey tool designed to be collected electronically to avoid any typo or human mistake.

As for the FGD facilitator, the following points were taken into consideration to ensure the data quality:

- Ensure The facilitator awareness that the FGD is not a group counseling session, not an awareness session, and should communicate this explicitly to participants.
- Ensure that Facilitators strictly followed the FGD guidelines and get familiar with the tool before conducting the FGDs and received appropriate training. This includes

assuring that they shall not provide their personal opinion, influence the conversation or argue a point with participants, even if they feel to their point of view the participant is wrong.

- While guiding the discussion, the facilitator is a good listener. And ensured that all participants are heard, without pressurizing those who prefer not to talk.
- Facilitators ensured that the opinions and views of all participants are respected.
- The facilitator was able to pay attention to any non-verbal communication, including tone of voice, facial expression (use encouraging nods and smiles) and eye contact.
- The participants were arranged in a circle for a friendly and interactive setting.
- The facilitator prepared all the necessary material before the discussion started, including flip charts, pens, consent forms and attendance sheet, etc.
- Confidentiality was ensured, by maintaining the names are not mentioned in the notes

Ethical Consideration

In order to ensure ethical commitment of the evaluation process, the evaluation team was able to apply the following points during the data collection processes:

- Obtaining informed consent; making clear to participants that their participation is voluntary, and the recording can be stopped at any point they wish.
- Consent form shared with the targeted students for their family consent.
- Maintain anonymity for participants (assigning each a code; never using names in documentation).
- Protocols for reporting child protection and other issues to QRTA staff.

Data Analysis

The data analysis for this evaluation was done through the following steps:

1. Quantitative data:

- 1.1 Data verification and coding of the open-ended questions.
- 1.2 Data processing using SPSS program to reach the percentages and frequencies.
- 1.3 Data cross tabulation for the main independent variable like (age, gender, nationality and governorate).
- 1.4 The raw data presented in excel sheet.

2. Qualitative data:

Focus group discussions with both target groups (students and community members) were managed by topics according to the discussion guide for each group. The guide was designed to include main themes and each theme included number of sub questions to enhance the discussion and create ideas and perceptions with the participants.

In the beginning of each group, the facilitator started the introduction, objectives, and ethics and quality control considerations including consent and the electronic recording in addition to the note taker who was responsible for writing down the key answers.

After conducting the FGDs, data was coded according to the major topics and putting codes on each group of answers and cross-referencing them to the evaluation questions. Additionally, the analysis of the FGD coded data was sorted into a specific matrix that

explained the extent of the answers' compatibility or dissimilarity, and then presented for each category such as gender, age and governorate.

Determinants of the Evaluation Frame

The following points determined the evaluation frame:

- Although the two end of project indicators (5 and 2.1) are planned to be analyzed on a national level, due to the allocated time for conducting this evaluation as well as the resources, the findings is reflected only in the sample.
- Although CISLE II included more than 10 educational and pedagogy strategies, focus group discussion only covered the most common strategies based on the consultation with the training team at QRTA due to the large size of the students per classroom and the needs for extra coaching sessions.
- One FGD targeted the community members in Karak governorate in South region, because the community member committees of the project targeted only Karak governorate in this region.
- Indicator number 5 is reported based only on the total number of participants in each governorate, regardless of the representative aspect due to the type of qualitative data and the objective.
- Although CISLE II targeted both Jordanian and non-Jordanian students including Syrian students, and the sample was designed proportionally; the total number of Syrian and other nationalities students was less than the original sample frame, due to their families' movements between locations and inability to locate them. In addition, we feared that movement to different location outside the scope and working areas of the project would affect the validity of received data and eventually affect the quality of the overall findings.
- The data collection phase was conducted during the last two weeks of the school fall semester and final exams, which limited the evaluation team to reach the targeted number of the students in higher grades. Therefore, to mitigate this, the number of students was distributed to include by students from lower grades, who were able to attend despite the timing. Nevertheless, overall, the team was able to reach an adequate number of students in the higher grades.

Limitations of the Overall Evaluation Assignment

- Ability to reach the targeted number of Syrian and other nationalities students due to migrate of students and their family during the last year, to a different region/governorate.
- Ability to reach the students from higher grade during the data collection period due to the end of the school first semester and final exams.

Findings

Findings are listed according to the sequence of the evaluation questions. Each evaluation question will be answered according to the type and source of information used. Analysis and conclusions are directly related to the designated information for easier reading and to simplify structure as much as possible.

Demographical Background and Sample Characteristics

Gender

According to the below chart, females (N=822, 71.8%) comparing with males (N=323, 28.2%). Which is reflected the on the percentage of the actual number of female and male in the targeted school by CISLE II.

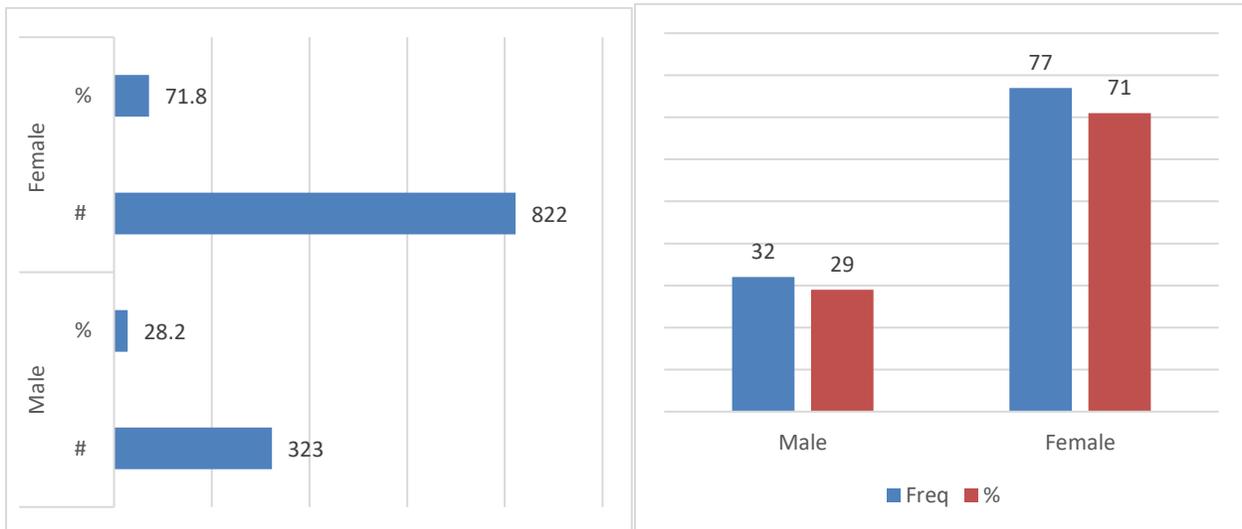


Figure 1 Distribution of students by gender Figure 2: Distribution of participants of students' FGDs by gender

Age and Class

The sample was disaggregated by age group based on the actual database. Therefore, the results in the table below, show that 15% of the total sample was from age group 13-year-old, seventh secondary grade, followed by 10 and 14 years old 14.2% and 13.2% respectively. It's important to note that most of the students from high school grades were not available during the data collection period due to the end of the school first semester (Tawjihi exams).

Age	Grades	%
10	4	14.2
11	5	11.4
12	6	11.6
13	7	15.0
14	8	13.2
15	9	11.4
16	10	10.7
17	11	8.7
18	12	3.6
Total	1145	100

Table 8: Distribution of students by age/class

As for focus group discussions students' participants, the majority 69 participants was aged at (10-14) years old, due to the absence of students from the higher grades during the data collection period as students from high grades like Tawjihi usually stop attending school before the lower grades to get prepared for the final exams of the school first semester.

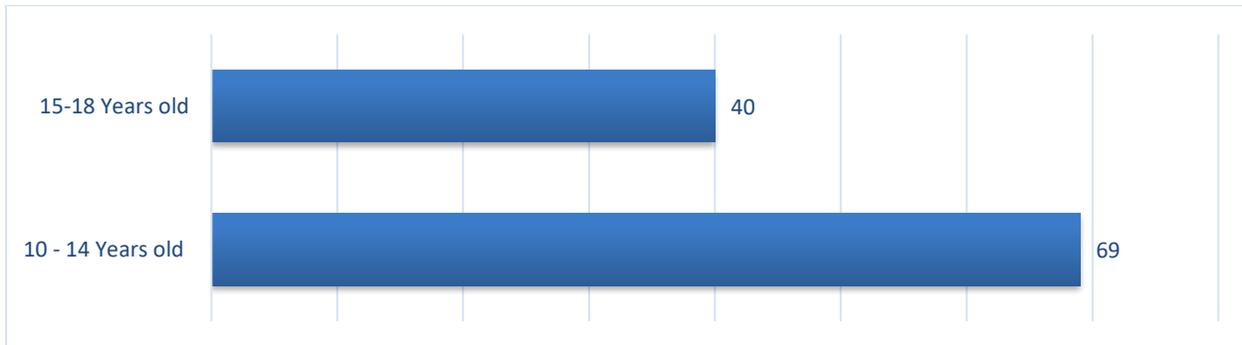


Figure 3 :Number of FGD participants disaggregated by age

Nationality

According to the chart below, the highest percentage of students were Jordanian 49.7% followed by Syrian 30.9%. As for the other nationalities, the total percentages of the students from other nationalities (N=222 19.4%) such as Libyan, Egyptian and Iraqi.

However, it is important to note that the total targeted sample of Syrian students was lower than the Jordanian students sample based on the proportional sample for this evaluation. Additionally, due to the mobility of the Syrian and non-Jordanian students it was difficult to find the full targeted sample during the data collection period.

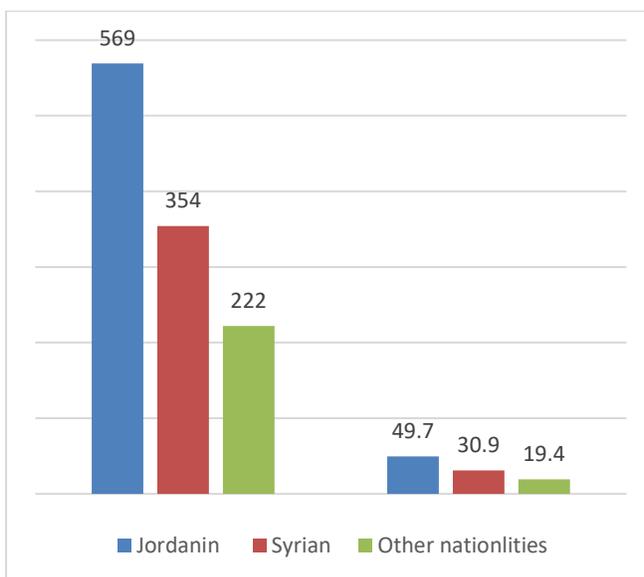


Figure 4: Distribution of student by nationality other nationalities

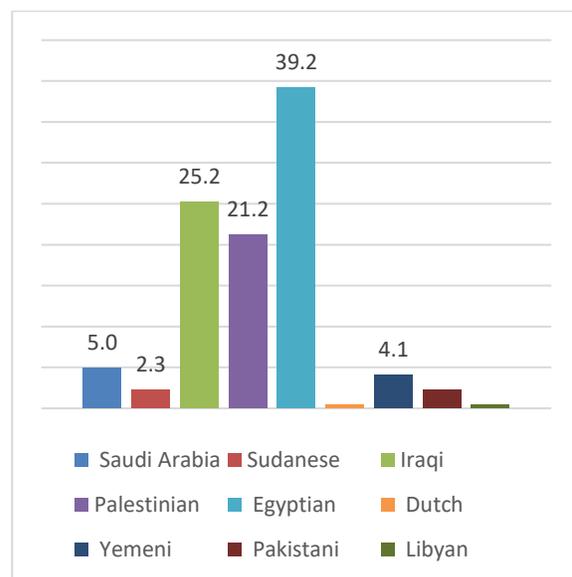


Figure 5: Distribution of student ' from other nationalities

The findings in the two charts below described the disaggregation of FGDs' participants by governorate and nationality. Hence. the majority was from Amman and Irbid 28% as a main

targeted location of CISLE II activities. As for the nationality, 86% was Jordanian due to the refugees' families' mobility from the targeted schools as well as locations.

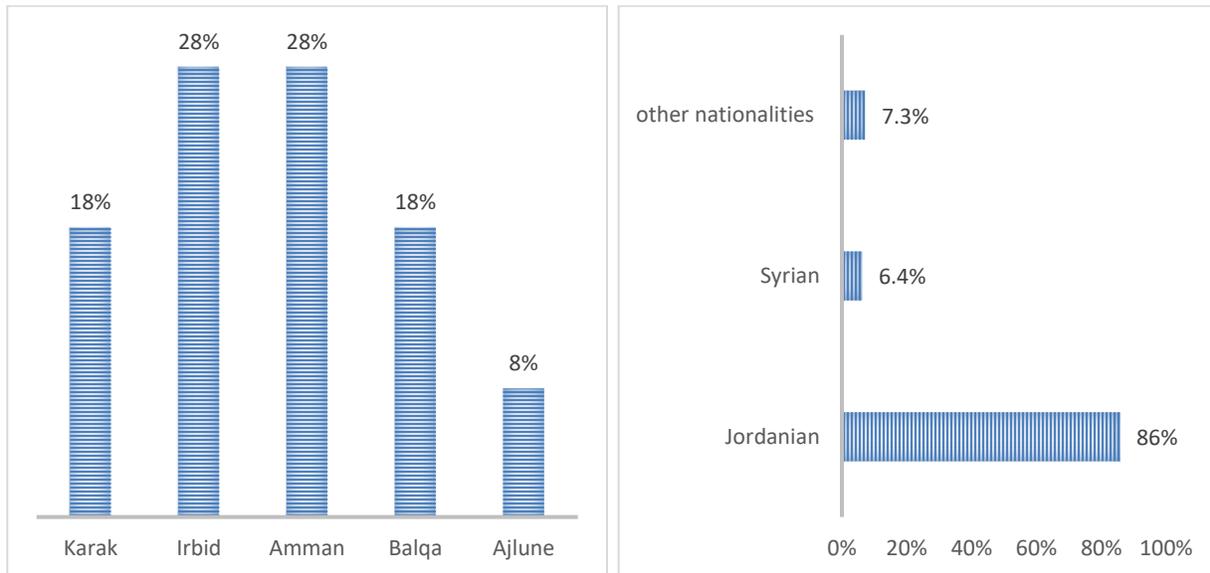


Figure 6: Distribution of FGDs participants by nationality and governorate

Governorate

According to the chart below, the highest percentage of the students were from Irbid (north region) 24.1% then 16.6% from Amman (middle region). Amman and Irbid are the two main governorates and Irbid in specific hosts the majority of refugees across the country since the Syrian crises started.

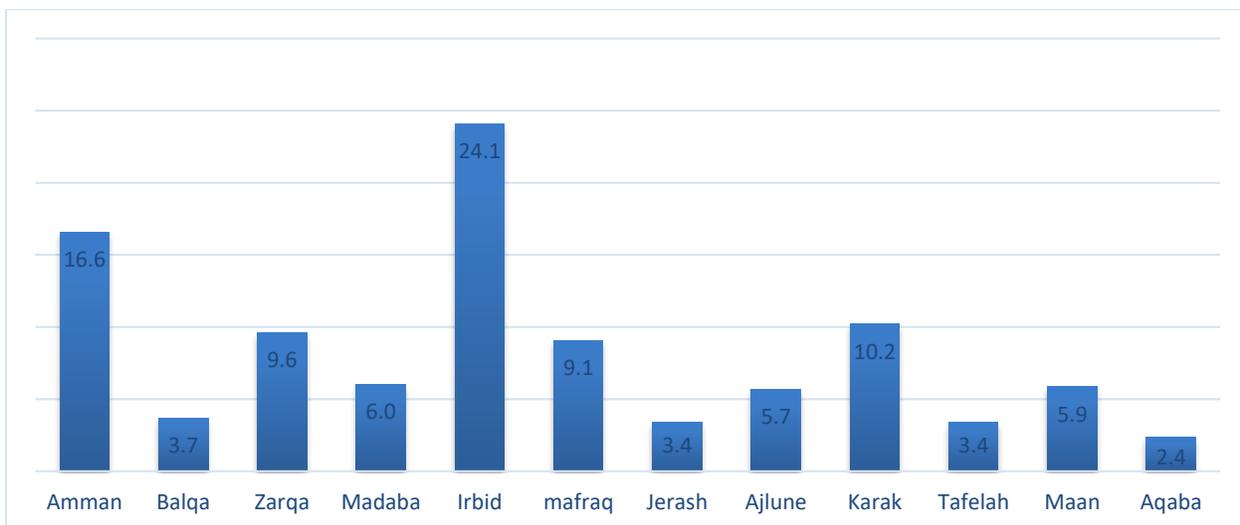
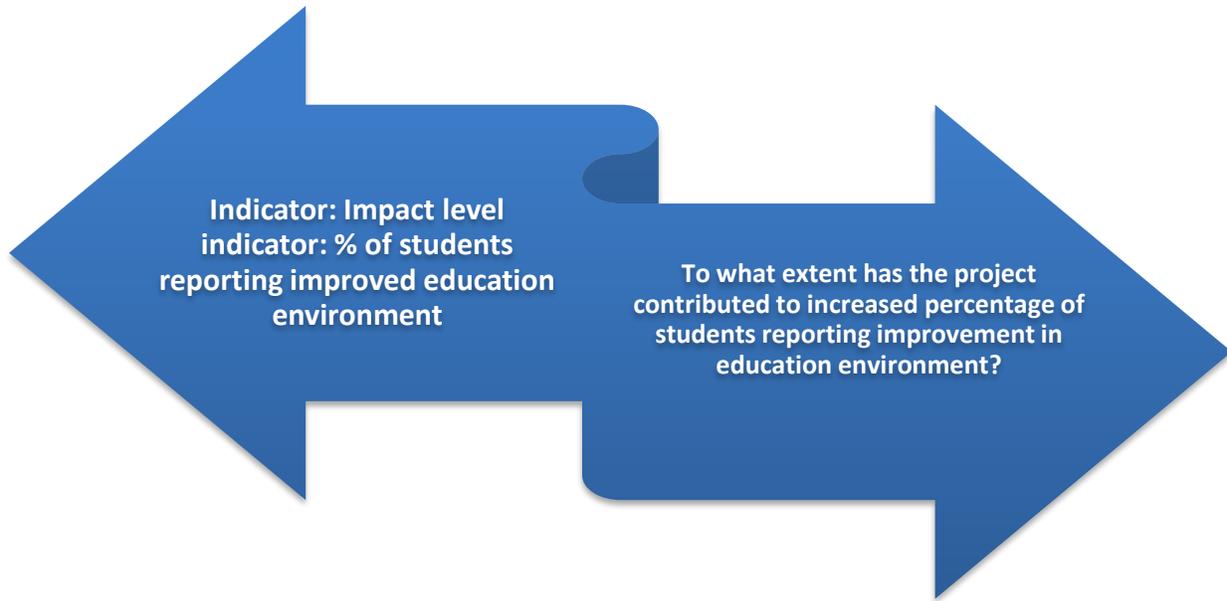


Figure 7: Percentages of students by governorate

Findings for the Impact Level Indicator



This section is presenting the key findings of the first indicator through the following themes for both quantitative and qualitative data.

1. Students' perceptions toward the improvement of the education environment.
2. Students' perceptions towards the implementation of psychosocial support and interactive pedagogical strategies by their teachers.
3. Students' perceptions toward the impact of educational strategies on the education environment.
4. Challenges faced by the student at their school.

Students' Perceptions Toward the Improvement of the Educational Environment

In order to evaluate student' perceptions toward the improvement of the education environment, students were asked about their perceptions towards their school and how they felt about it, also what were the things they like at their school. In this regard, 93.9% assured that they love their school and they like to come to school.

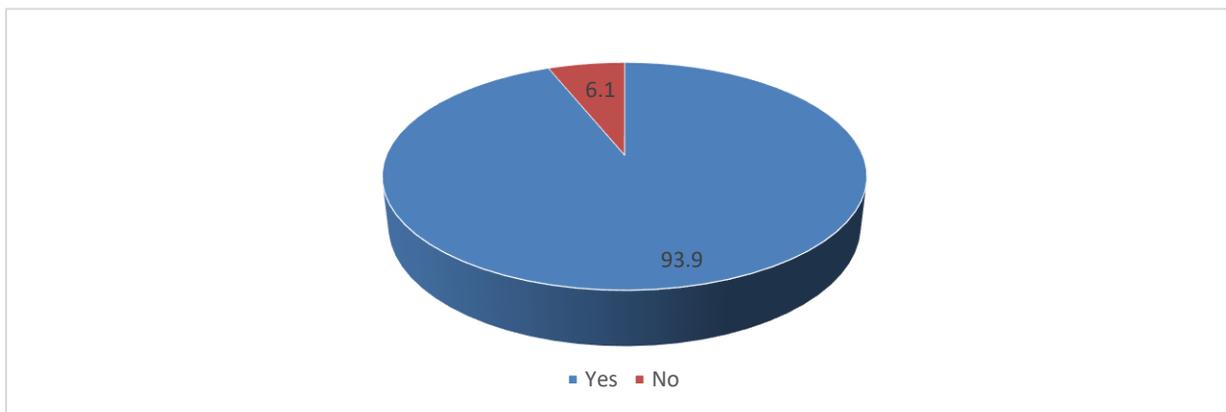


Figure 8: Percentages of the students answering the question: Do you like your school?

Both male and female students assured that they liked their school by 91.6% and 94.8% respectively. 49.7% Jordanian students and 94.6% students from other nationalities reported that they liked their school as its described in the below charts.

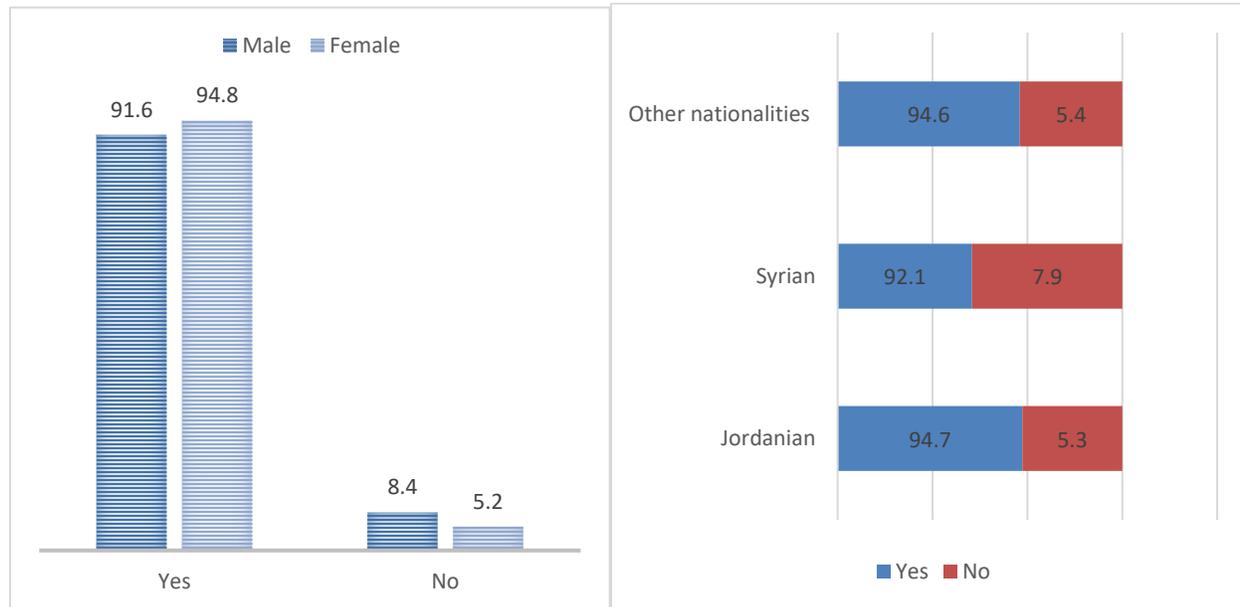


Figure 9: Percentages of the students answering the question: Do you like your school by sex and nationality

As for the FGDs students' participants, all students assured they liked their school regardless their age, gender and nationalities across the three regions. And this can be identified through their quotes below:

"We love our school, we have a new friend, Syrian and Iraqi, we play together, and we spent a great time together... we like our teachers, they are very helpful and supportive" Female FGD participants, 15-18 years old, Mazar district, Karak governorate.

"We can love our school, we understand the lesson better now, and we stopped the bullying, we like doing homework." Male FGD participant, 10-14 years old, North gour district- Irbid governorate.

"I always go to my teachers when I need any support or guidance... I have new friends and I feel like I know them since before we came to Jordan..." Female FGD participants... 15-18 years old, Mouaqr district, Amman.

And when they were asked about what did they liked about their school, they mentioned their teachers with 28.4% and friends with 26.9%, their class with 18.9% as well as the interactive activities or strategies with 14.4% which they were applied in their classroom as it's described in the below chart.

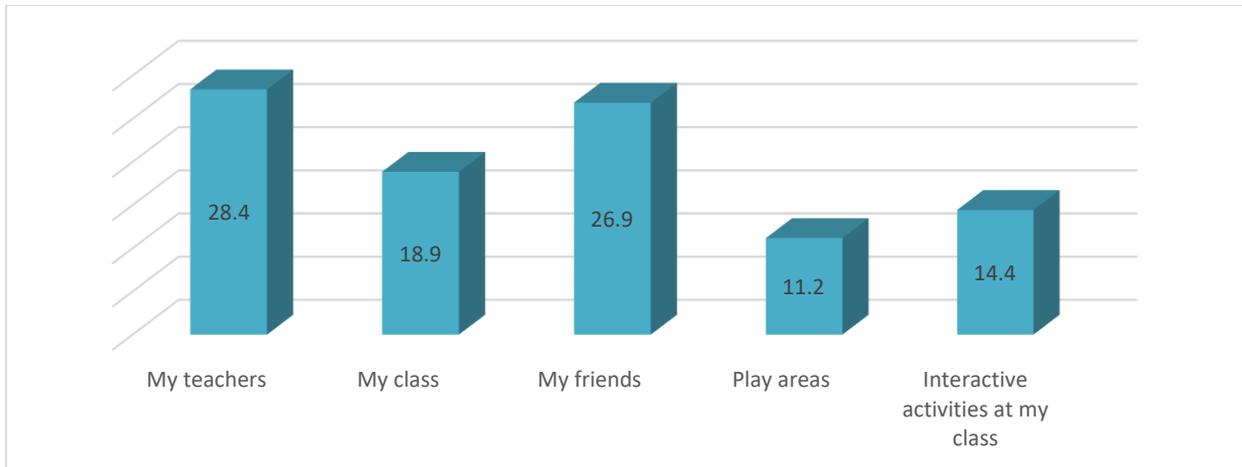


Figure 10: Percentages of the students answering the question: *What do you like at your school?*

Additionally, students' gender presented a small difference between male and female regarding their perceptions toward their school. For male and female students, the teachers were the most thing they liked at the school with 30.3% and 27.7% of male and female respectively reporting this. Second comes their friends, were 27.8% and 24.2% of female and male respectively reported liking about coming to schools. This indicates significantly that CSILE II had a critical and positive impact on the students' motivation towards the learning process and their ability to create a good relationship with their teachers and their friends. On the other hand, similar impact was witnessed among students from other nationalities.

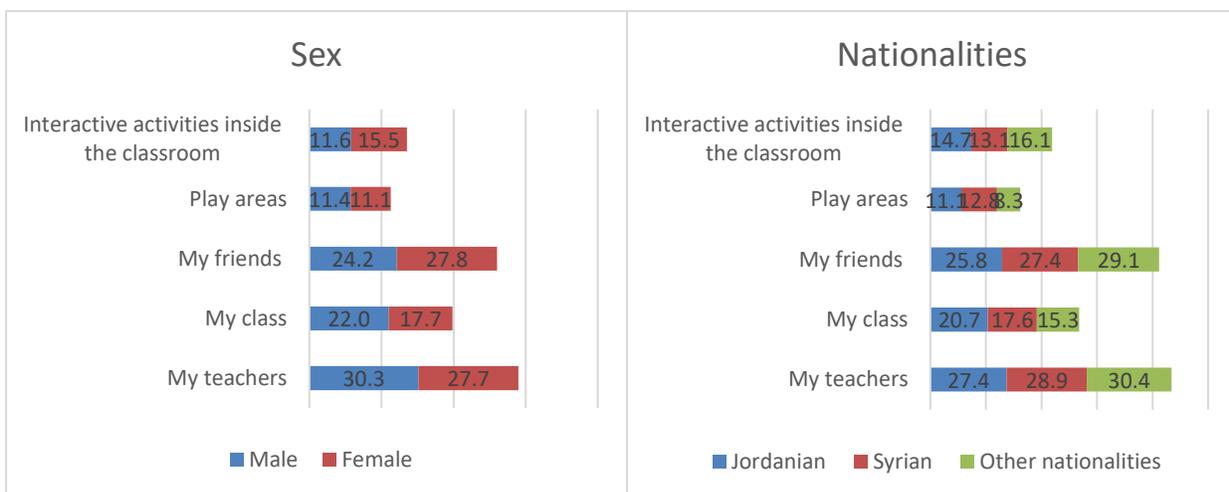


Figure 11: Percentages of the students answering the question: *What do you like at your school by sex and nationality?*

Students were asked about the educational and interactive pedagogical strategies and what did they like in each strategy. The result in the below table revealed that enhancement of students' understanding of the lessons and their motivation to learn are the highest percentages across all strategies. Also 24.3% and 23.1% of the students reported that the strategies "I Used to Think, But Now I Know" and "Point of Most Significant" enhanced their understanding of the lesson, respectively. Also, 23.4% and 22.7% of the students reported that "Hands- Up" and "I Used to Think, But Now I Know" strategies, respectively, enhanced their motivation to learn correspondingly. Additionally, "Think-Pair-Share" 15.4% and "Point of most significant" 15.2% were very interesting from students' perception and they liked

them because both strategies enhanced their involvement inside the classroom. Therefore, sustaining the use of these strategies and ensuring the integration and inclusion of students from all nationalities in the planning and implantation process will maximize the impact and enhance the educational environment in Jordan.

Although the results in the below table indicated that students' perceptions towards all educational strategies is nearly converging percentages; both "enhancements of students' participation at the classroom activities" and "Enhance my relationships with my family" reported the lowest percentages from students' perceptions comparing with other reasons. "Think-Pair-Share" and "Poster session" were reported by 2.8% and 3.7% of students of students respectively. Therefore, it's important to shed the light on these findings and ensure more students' participation and involvement inside the classroom in the future. Additionally, these results were due to the large number of students in the targeted schools and classrooms, which in many cases might limit teachers' ability to apply these strategies also, limits the students' ability to participate at these strategies as well.

	Colors, cards and statements	Enhance my motivation to learn	Enhance my understanding of the lesson	Enhance my relationships with my friends	Enhance my relationship with my teachers	Enhance my participation at classroom activities	Enhance my relationship with my family	Enhance my positive feeling towards my school	Enhance my involvement inside the classroom
Journal writing	6.7%	19.1%	19.8%	9.7%	9.1%	6.9%	12.0%	8.0%	8.6%
Exit ticket	9.1%	17.6%	17.3%	9.1%	11.9%	4.6%	6.6%	11.0%	11.4%
Bend and pass	7.7%	21.2%	19.0%	%	8.3%	4.7%	8.6%	7.1%	11.2%
Pair-Square	4.9%	18.4%	19.9%	16.1%	8.9%	3.3%	7.1%	10.2%	11.2%
Think-Pair-Share	3.9%	20.9%	21.8%	11.9%	7.9%	2.8%	6.5%	8.8%	15.4%
Round robin	7.5%	18.6%	21.3%	11.7%	8.1%	4.6%	7.0%	9.6%	11.6%
Traffic light cups	14.1%	20.5%	20.3%	9.4%	8.0%	3.7%	6.6%	7.1%	10.3%
I Used to Think, But Now I Know	4.6%	22.7%	24.3%	8.6%	7.7%	3.3%	6.6%	7.6%	14.7%
Point of most significant	4.9%	21.1%	23.1%	9.0%	7.3%	3.0%	6.7%	9.7%	15.2%
Poster session	8.6%	21.3%	20.9%	10.2%	7.2%	2.7%	6.9%	8.8%	13.5%

Numbered heads	6.8%	21.6%	20.2%	12.4%	7.9%	4.1%	6.4%	8.4%	12.2%
Hands-Up	5.2%	23.4%	20.9%	9.7%	8.7%	3.3%	5.8%	8.3%	14.5%

Table 9: What is it that you like educational and interactive pedagogical strategies?

Students' Perceptions Towards the Implementation of Psychosocial Support and Interactive Pedagogical Strategies by Their Teachers

Students were asked about the extent to which teachers used or applied the educational strategies at their classrooms as part of CISLE II project.⁴

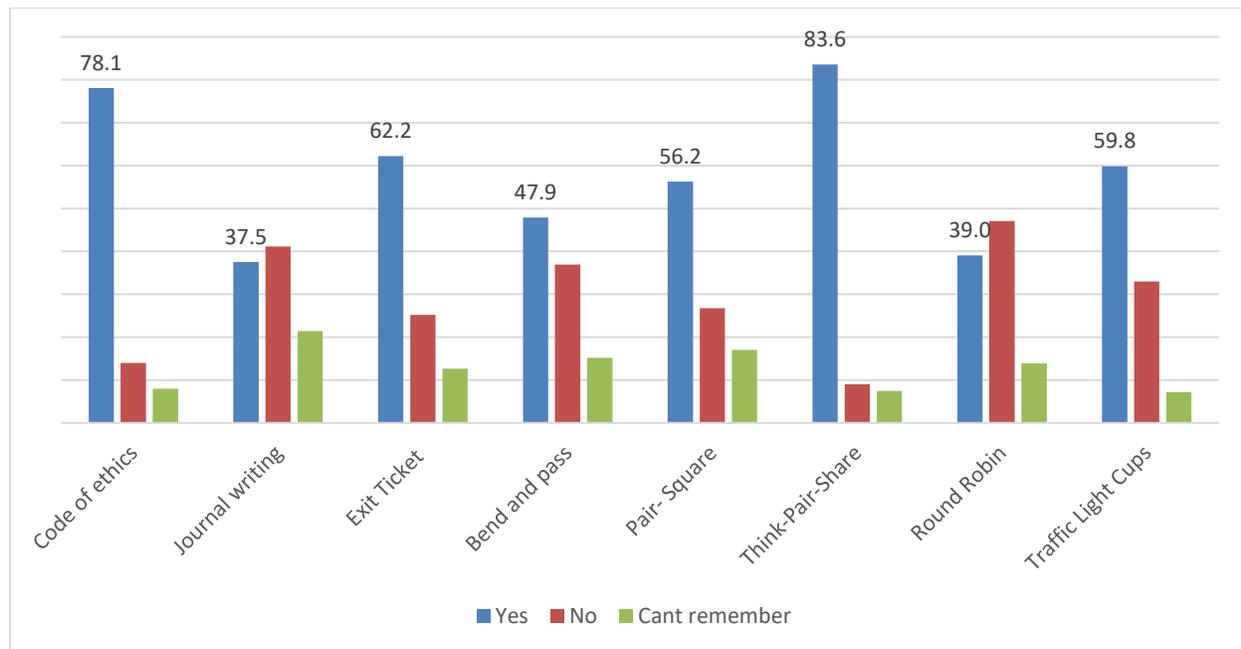


Figure 12: Percentages of the students answering the question Did your teachers apply the educational strategies?

According to the above chart, 83.6% of the students assured that teachers applied "Think-Pair-Share" as an educational strategy, and 78.1% assured that their teachers used "Code of ethics". 59.8% and 62.2% from the students reported that their teachers applied "Traffic Light Cups" and "Exit Ticket" respectively. Which may be due to the teachers' commitment to implement these strategies and their recognition of the positive impact of these strategies, so they adopted these educational and pedagogy strategies as part of their teaching daily activities and exercises.

Simultaneously, although all the mentioned pedagogy and educational strategies were applied by the teachers according to the student, both strategies "Round Robin" 39.0% and "Journal writing" 37.5% reported low by the students comparing with other strategies. This was explained during the FGDs when teachers who participated at FGDs across the three regions, were asked about the limitations they faced in the implementation of these strategies, they indicated the large size of students in each classroom and the need of extra capacity building or coaching sessions to ensure their capabilities to implement these strategies in the future.

⁴ Evaluation team lead included these strategies based on the consultation with the trainers at QRTA.

Enhance the students’ participation and involvement in the design, planning and implementation of the educational and interactive pedagogical strategies is a critical objective of CISLE II. In this regard students were asked about their participation at the creation of these strategies such as "Code of ethic". As it’s shown in the below chart, 78.1% students reported that they participated in the creation of this strategy, comparing with 14% who said "NO". Therefore, it is important to note that more efforts are needed from the teachers to ensure more involvement and integration of the students in the panning and implantation of the educational and pedagogy strategies in the future.

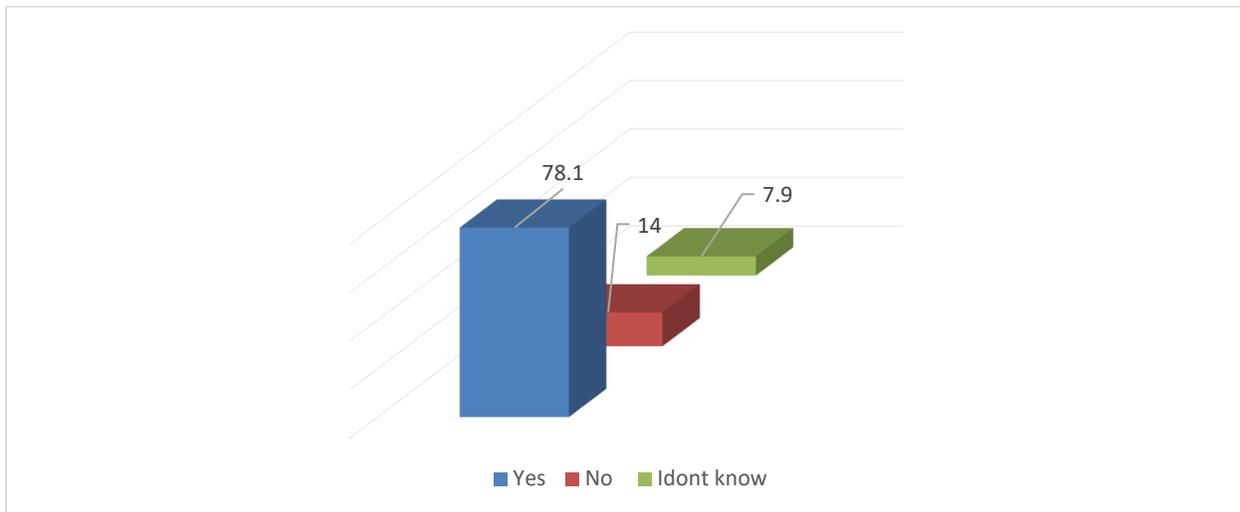


Figure 13: Did you participate in the panning of code of ethics for your classroom?

Also, 93.8% from the students assured that they remembered one or more of the agreed instructions in the classroom "Code of ethics", and 80.4% indicated that code of ethics was put on the wall of the classroom in order to be seen by all students.

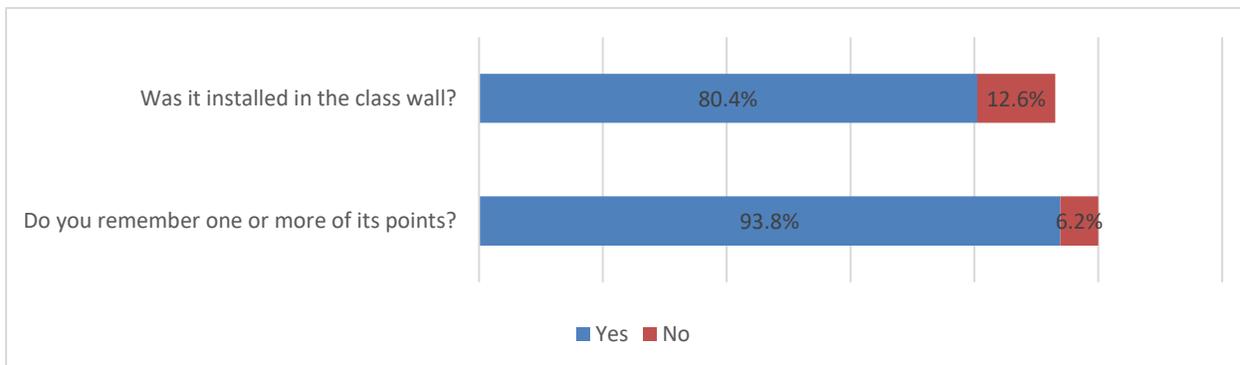


Figure 14: Students’ answers to the two questions regarding Code of ethics educational strategy?



On the other hand, all FGD student participants, (N=109, 100%) assured that their teachers applied the psychosocial support and interactive pedagogical strategies such as *Traffic lights*, *Think-Pair-Share*, *Code of ethics*, *Pair-Square* and *Bend and Pass*. Students assured that their teachers used these strategies regularly. And they described this like below:

"Our teachers introduced the child rights and the negative impact of the bullying and since that time we didn't suffer from verbal and physical bullying and the students started showing more acceptance of other nationalities" Male students (10-14) years old- Naour district- Amman.

"We know the psychosocial and pedagogical strategies like Code of ethics, Bend and pass, Exit ticket, Specific notepad...etc and we used to apply it during the classroom with our teachers... these strategies become part of our daily education process inside the classroom." Female students (10-14) years old- Mouqar district- Amman.

"Traffic light cups is about different colours and the green light indicate to the correct answers and the red colour indicate to the wrong answers... the numbered heads is about giving each student a specific number and the students with the same number should be grouped together in one group...etc. ..." FGD, Female students, (10-14) year old- Adir district – Karak governorate. Although this description of this strategy is not fully accurate, but it gave a clear indication that the teachers implemented the strategies and the students were aware about these strategies as well.

Students' Perceptions Towards the Impact of Educational Strategies in the Improvement of The Educational Environment

Students were asked about their perceptions toward the role of the educational and interactive pedagogy strategies in the improvement of the education environment. Through scale of Likert-scale of 5 question with 38 sentences was used to measure students' perception. The sentences were classified under the following main themes:

- Student' perceptions towards the use of the educational and interactive pedagogy strategies.
- Students' perceptions towards the impact of PSS and pedagogy strategies in the improvement of the education environment.
- Students perceptions towards the impact of PSS, educational and pedagogy strategies in the improvement of the inclusion.

Students' Perceptions Towards the Use of the Educational and Interactive Pedagogy Strategies

The result in the table below, indicated that educational and interactive pedagogy strategies were applied regularly according to the students. However, 54.1% students agreed that "All students participate in educational strategies inside the classroom", and 52.5% student strongly agreed that "My teacher repeat an explanation of any topic that I could not understand". Also, 43.3% students strongly agreed that "Teachers applied different strategies to explain the lessons", in addition to 48.6% students agreed that "Teacher regularly uses encouraging and interactive activities in class".

Statements	Strongly disagree	Disagree	I don't know	Agree	Strongly agree
My teacher regularly uses encouraging and interactive activities in class	1.8%	2.8%	4.1%	46.4%	44.9%
All students participate in educational strategies inside the classroom	2.3%	3.7%	6.5%	54.1%	33.5%
The teacher applies the procedures for breaking the classroom code of ethics	1.7%	5.1%	7.1%	44.1%	42.0%
My teacher answers all the questions inside the classroom	1.0%	3.3%	7.2%	42.8%	45.7%
My teacher allows to me to ask questions inside the classroom	.4%	2.4%	4.7%	48.1%	44.3%
My teacher repeat an explanation of any topic that I could not understand	.4%	1.1%	2.7%	43.2%	52.5%
My teacher provides an opportunity for all students to discuss	.5%	2.6%	4.8%	50.1%	41.9%
My teacher gives students a chance to answer and discuss the questions they ask	.5%	1.7%	3.8%	51.4%	42.4%
the teacher participates in solving class problems with student	1.0%	3.6%	4.0%	52.0%	39.4%
My teacher explains the goals and objectives of each educational topic/lesson	.9%	2.0%	3.5%	47.5%	46.1%
My teacher prefer/used the classroom group circle session	6.0%	8.6%	7.9%	42.3%	35.2%
I participate in drafting the classroom code of ethics in the class	3.1%	4.9%	7.9%	41.1%	43.1%
My teachers applied different strategies to explain the lessons	1.2%	3.1%	3.8%	48.6%	43.3%

Table 10: Students' perceptions towards the use of the educational strategies at their school



The overall students' perception towards the use of the educational strategies by the teachers is very positive which indicates to the important of targeting teacher by training and coaching session to improve their educational skills and capacities and to enhance their abilities to transfer their capacities and experience to other teachers to demonstrate and maximize the impact.

10) years old from governorate- Syrian student.

It's important to note that students were aware of the positive impact of these strategies regardless their age or gender, and they indicated the long-term impact of these strategies which was reflected in teachers' practices inside the classroom. Also, created a positive and encouragement environment inside the classroom from. As it shown in the below chart.

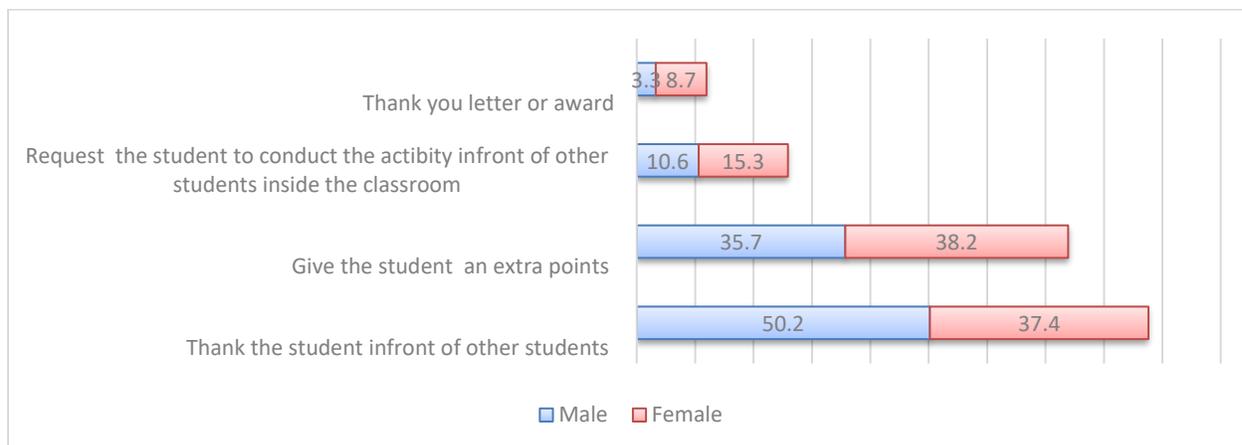


Figure 15: Teachers' responses toward students' participation at the classroom from students' perspectives.



According to the chart above, 50.2% and 37.4% for both male and female students reported that their teachers were very supportive and motivating ensuring that these practices were very helpful and fruitful. Also, 35.7% male and 38.2% female students reported that their teachers gave them an extra point. Such positive feedback and reflection by teachers is very valuable for the educational environment, it encourages the positive competition between students, enhance their ability to learn and increase their commitment to accomplish the school homework.

Students' Perceptions Towards the Impact of PSS and Interactive Pedagogy Strategies in the Improvement of the Educational Environment

The results in the chart below: indicated that PSS strategies had a significant impact according to the students. 66.6% students strongly agreed that "We love go to school" and 58.3% and 56.8% agreed that "We love our colleagues" and "Our teachers" respectively. Also, 49.7% students strongly agreed that "We love our classroom". Meanwhile, 41.1% students agreed that "When we have a problem with our colleagues, we share it with teacher who supported us for solving it". This clearly indicate that PSS strategies were critical, positive, and helpful in the improvement of the education environment and positively improved students' relationship with the key elements of the educational process (school, classroom, teachers and students).



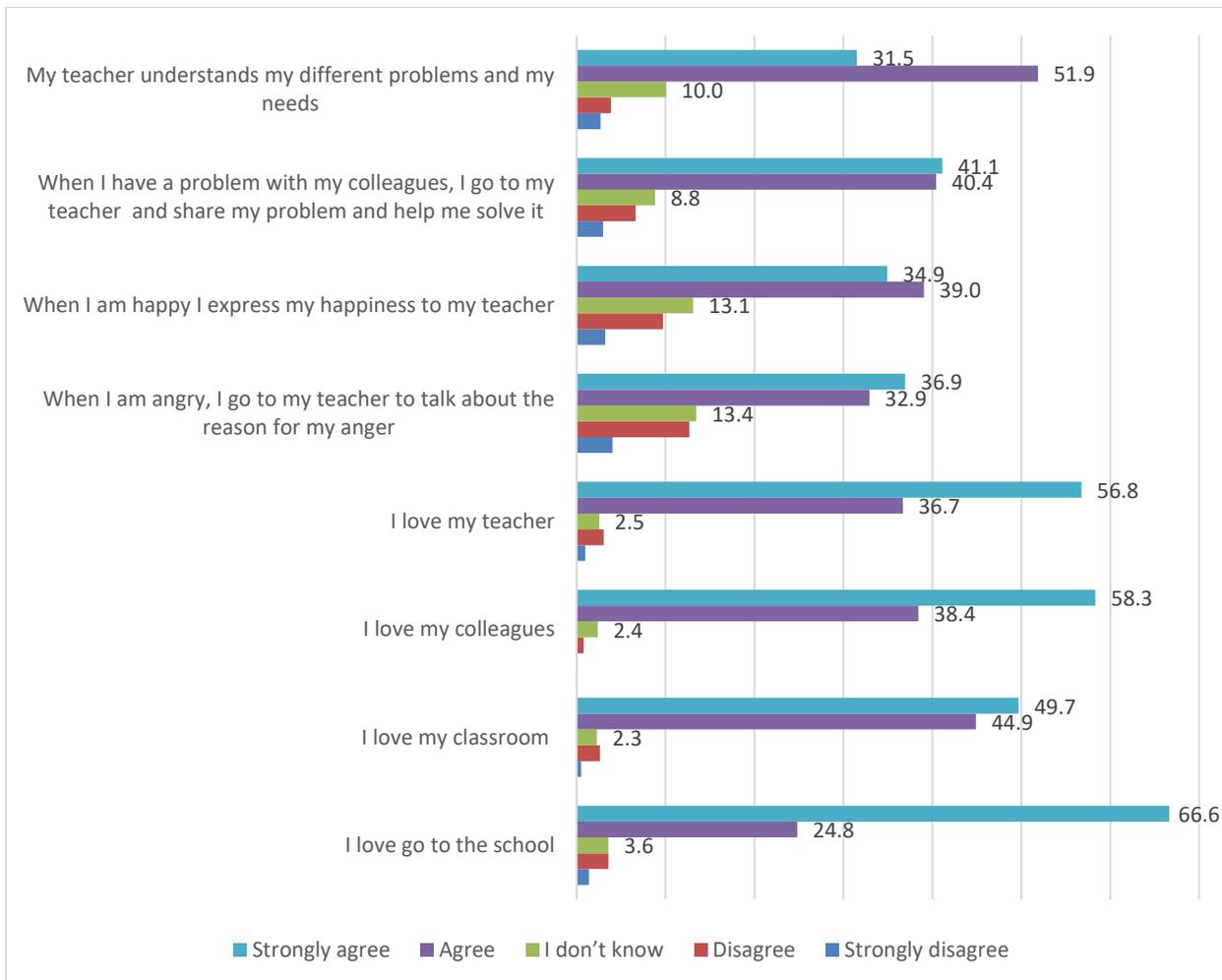


Figure 16: Students' perception towards the impact of PSS strategies in the improvement of educational environment

As for the students' perception toward the impact of the educational strategies in the improvement of the educational environment. 42.4% students strongly agreed that "Education strategies are essential inside the classroom". 52.9% students agreed that "Right to play is one of child rights". Additionally, using the educational strategies were very helpful to increase the students' marks. So, 45.0% students strongly agreed that "their marks had been increased" as a result of applying these strategies. Also, 48.8% students recognized that "Teachers are their main primary source of information".

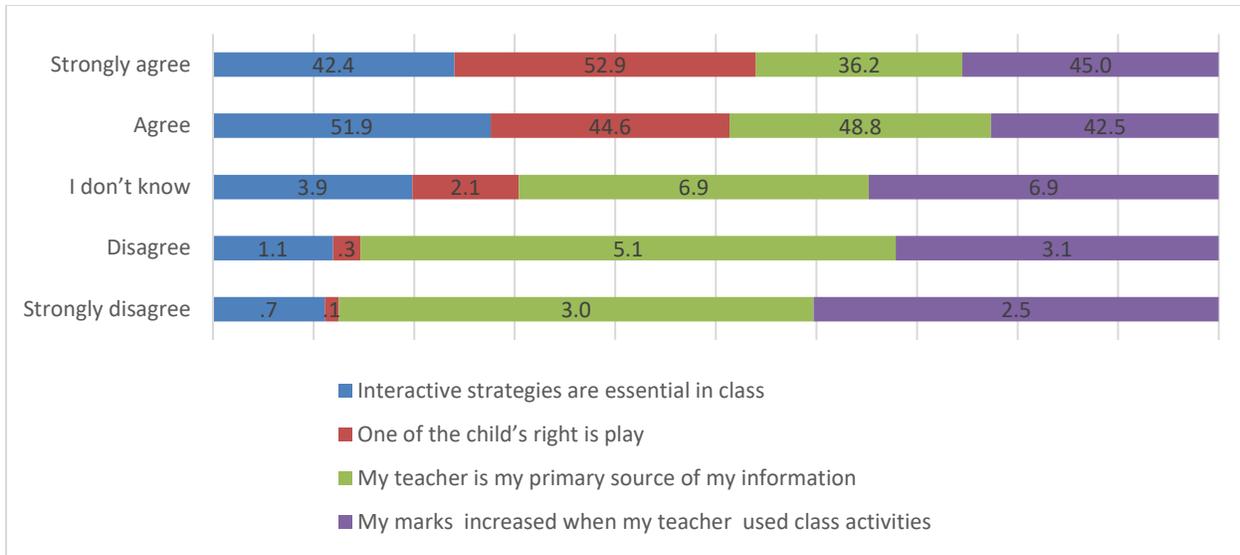


Figure 17: Students' perception towards the impact of educational strategies in the improvement of educational environment

As for the FGDs findings, students were asked about their perceptions toward the impact of educational strategies in the educational environment and to what extent the implementation of psychosocial and pedagogy strategies had a significant impact on their perceptions. The results in the below matrix indicated that these strategies were very important and has a significant impact which reflected in the educational environment such as:

- Enhance the integrated relationships between students regardless their nationality and their educational achievement.
- Improve the student's educational and academic achievement.
- Improve the relationships between students and teachers, and enhance students' understanding of the teachers' role in the class.
- Spread friendly and encouragement environment at school which attract the student' and increase their willingness to attend the schools.
- Enrich students' communication and self-soft skills and improve their ability to participate at the classroom, ask questions and play a critical role with other students especially when they participated at group and discussion strategies.

“When we divide into groups, all our problems will be solved, each student will be pushed to participate and to talk with others even if they are in conflict, therefore, this type of strategy enhance the interactive, respect and friendly relationships inside the classroom and enhance the team work. FGD, Female (10-14) years old- Idir district- Karak governorate.

“I can ask questions now comparing with before, as I was not able to ask questions even if I didn't understand the lecture because I was afraid from my teachers” and other students' reactions if I asked a wrong question.” Female FGD- Karak – 15-18 Years old

GROUPS Perceptions" toward the educational environment

Male Karak	(15-18)	These strategies such as Bend and pass, Think-Pair-Share, Code of ethics, Exit tickets and Traffic light cups enhanced the teachers' ability to manage the classroom and create the learning by funny and interesting way and enhance the learning exchange opportunities among students.
Male Irbid	(15-18)	These strategies like Bend and pass, Think-Pair-Share, Code of ethics, Exit tickets and Traffic light cups increased the educational and academic achievement and bridged the gaps between the school and the parents. It enhanced students' self-confidence and increased the concept of responsibilities in their mind-set.
Female Amman	(10-12)	Using these strategies enhance the cohesion and integration between students from other nationalities. We are Arab and we are sisters and brothers and we love each other.
Female Ajlune	(14-18)	These strategies demonstrate the team-work sprit and participatory works as well as knowledge transformation.
Female Balqa	(15-18)	Learning in groups enhance the relationships between students and their ability to accept others. Also, it enhances the students' ability of willingness to support each other inside and outside the classroom.
Female Irbid	(15-18)	We become more confident in our ability to learn and participate, we become more positive and feeling happy about our school.

Figure 18: Matrix described students' perceptions toward the impact of psychosocial and pedagogical strategies

Also, 21.8% of students indicated that participating at psychosocial and pedagogical strategies such as (*Think-Pair-Share*) strategy was very effective in enhancing their understanding of the lesson. Also, 20.9% of students reported that this strategy enhanced their ability to learn and 11.9% of students reported that their relationship with other students improved.



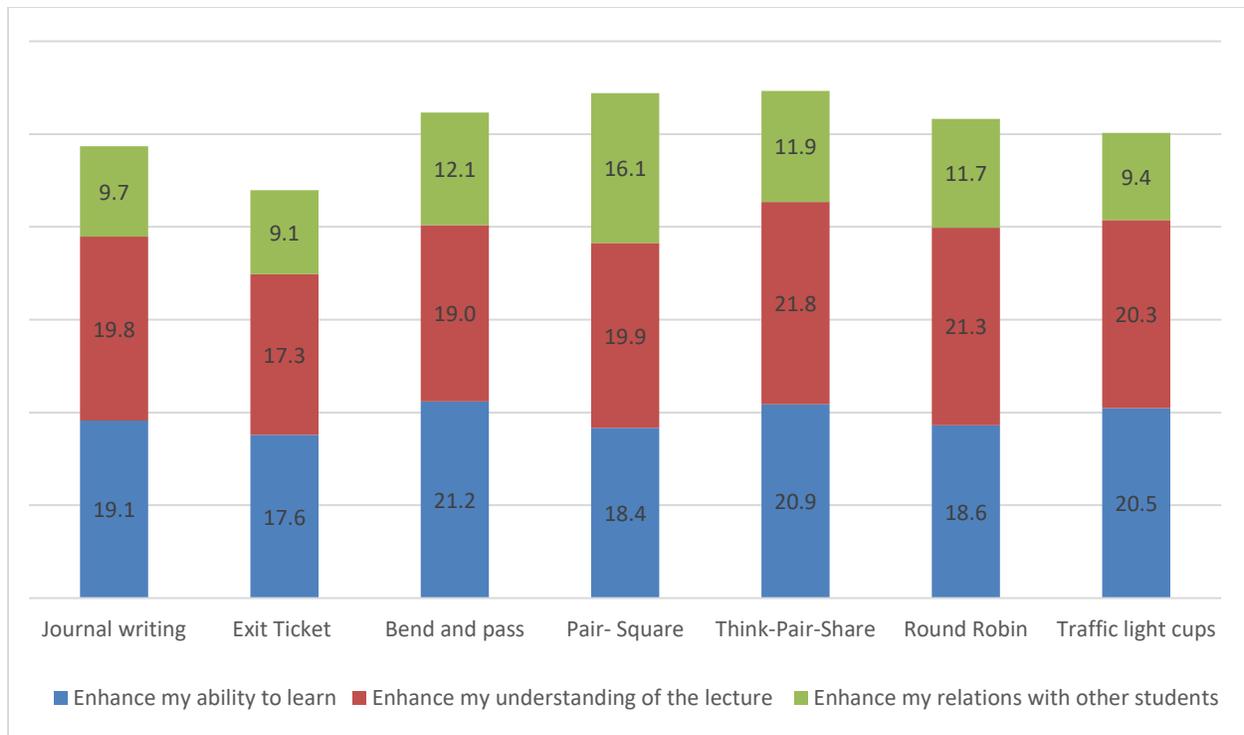


Figure 19: Students' perceptions toward the impact of education strategies?

As for the difference between male and female regarding the impact of the educational strategies, the results in the table below revealed that nearly all male and female assured about the same positive impact of the three strategies "Bend and Pass, Pair-Square and Think-Pair-Share". On the other hand, 24.6% of male students reported that "Journal Writing" had a positive role in enhancing their relations and 9.8% of female students who reported for the same strategy.

Impact	Enhance my ability to learn		Enhance my understanding of the lecture		Enhance my relations with other students	
	Male	Female	Male	Female	Male	Female
Strategies						
Journal Writing	73%	19.1%	19.1%	17.4%	24.6%	9.8%
Exit Ticket	18.2%	17.3%	18.7%	16.6%	9.9%	8.6%
Bend and Pass	20.9%	21.3%	19.3%	18.8%	12.5%	12.0%
Pair-Square	20.2%	17.7%	22.0%	19.2%	15.7%	16.3%
Think-Pair-Share	19.5%	21.4%	24.6%	20.8%	12.0%	11.9%
Round Robin	19.7%	18.1%	23.0%	20.5%	12.0%	11.6%
Traffic light cups	19.5%	20.9%	19.5%	20.6%	9.7%	9.3%

Table 11: Impact of education strategies from the students' perceptions by gender

Students Perceptions Towards the Impact of PSS and Interactive Pedagogy Strategies in the Improvement of Inclusion

To evaluate students' perceptions towards the impact of PSS and educational strategies in the improvement of inclusion, students were asked about the inclusion aspect and to what extent

the implementation of these strategies enhance the inclusion between students. In this regard, 59.0% of students strongly agreed that “All my colleagues know my name and call them by their names”. Also, 50.1% strongly agreed that “There is no differences between me and my colleagues from other nationalities”. Which is indicated that CISLE II had a significant impact in the creation of inclusion among different nationalities. Also, 64.8% of students agreed on “I can talk with my colleagues from other nationalities” and, 50.3% agreed on “My teachers treat all students equally”.

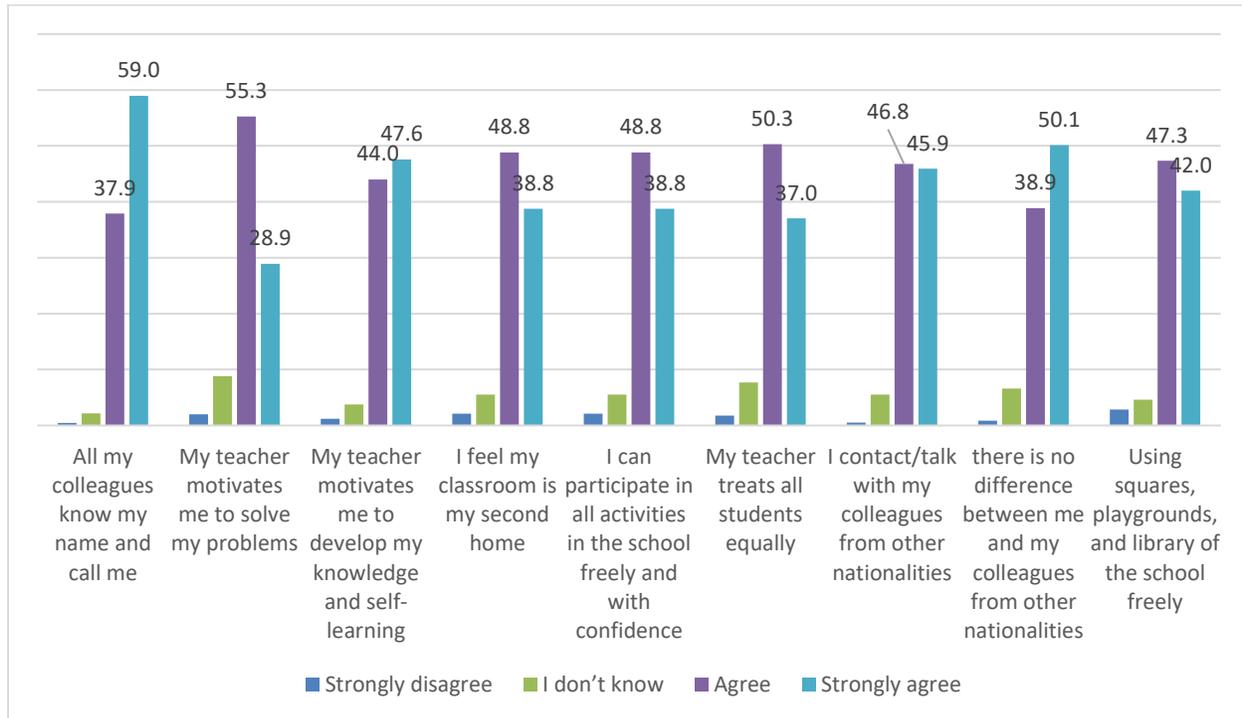


Figure 20: Students' perceptions toward the impact of PSS strategies on inclusion

Additionally, with reference to the skill building and self-confidence, 47.6% of students strongly agreed that “My teacher motivates me to develop my knowledge and self- learning” and 55.3% of students agreed that “My teachers motivate me to solve my problems”. Which is a critical indication that these students recognize the significance of these strategies for their personal and educational skill as well as academic achievement.

To conclude the impact of PSS and educational strategies from student' perceptions, in the improvement of the educational environment, students were asked about the importance of continuing the implementation of these strategies and the reasons behind their answers. As it shown in the chart below, 93.4% students stressed on the importance of maintaining the use of these educational strategies by teachers at their classrooms and schools and they explained that by the following reasons:

- Enhance the students' ability to learn.
- Enhance the students' understanding of the lesson.
- Enhance the students' relations with other students.
- Improve learning environment inside the classroom.
- Increase educational achievement.

Also, the result in the below chart indicated that 28.6% of student assured on the importance of teachers' maintaining the use of these strategies to improve the learning environment inside the classroom, and 22.9% of students reported that they enhance the students' relationships.

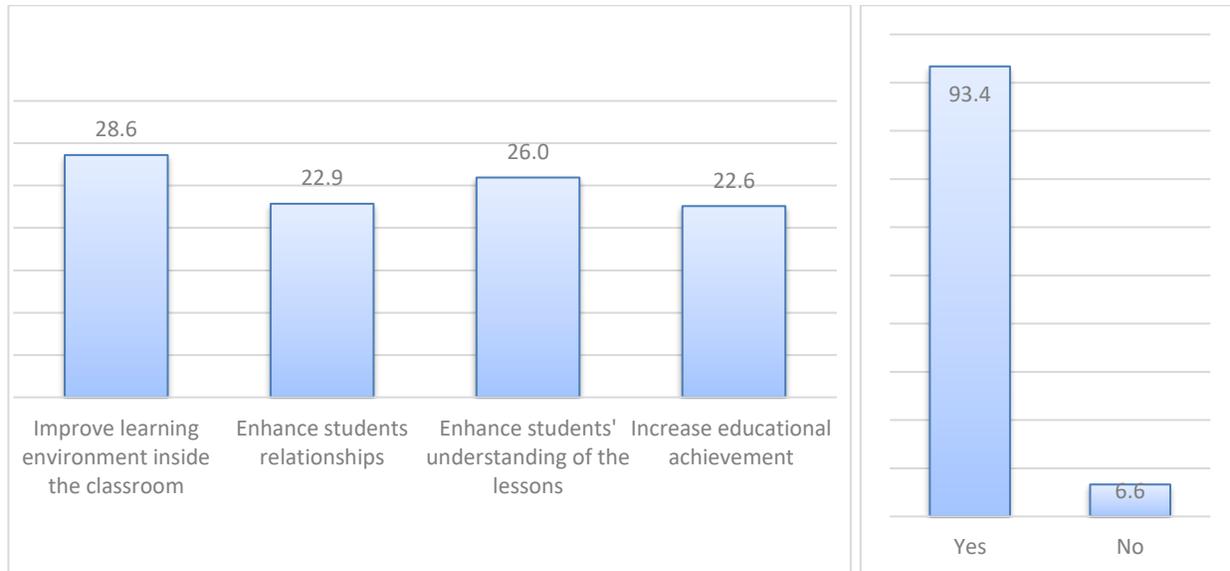


Figure 20: Do you prefer teachers' maintaining the use of educational and PPSS strategies in your school, if yes why?

To conclude the findings regarding the students' perception toward the improvement of the educational environment, 38 sentences were measured by the students' sample with Likert-scale of 5 question, and table 12 describes value of mean levels.

Low	Medium	High
Lowest (2.5) Lowest (50%)	(2.5-3.49) (50-69.8)	(Up to 3.49) (69.9-100)

Table 12: Mean value identification

Consistently, the quantitative analysis in the below table showed the mean results of indicator number 5 which reached to 4.17 or 83.4% (without gender differences). This is high level and indicates the significant impact of CISLE II in the improvement of the educational environment through the creation of students' positive attitudes towards their school 90.34% and classroom 88.12% and teachers 89.05%. Additionally, this project was very effective for enhancing the inclusion among students from different nationalities such as Jordanian, Syria and Iraqi. So, 87.82% was the mean of students who reported that they can talk to other students from different nationalities, and 86.87% the mean of students who reported that there is no difference between students based on nationality. Additionally, PSS impact was clear aspect of CISLE II, and reported high level by the students, such as 82.3% mean of students who reported that they shared their problems with their teachers who supported them to solve it. And 81.14% mean of students who assured that their teachers understand their problem and needs. The high positive findings indicate the absolute needs for the PSS strategies as a critical part of the positive and encouragement educational environment for Jordanian students as well as Syria and other nationalities students across the Kingdom.

Sentences	N=1045 Mean Out of 5	Std. Deviati on	Order by Mean	Levels according to the Mean
I love going to the school	90.34%	16.78 7	3	High
I love my classroom	88.12%	14.24 3	8	High
I love my colleagues	90.83%	11.88 9	2	High
I love my teacher	89.05%	15.46 1	7	High
When I am angry, I go to my teacher to talk about the reason for my anger	77.22%	23.27 2	36	High
When I am happy, I express my happiness to my teacher	78.55%	21.49 1	34	High
When I have a problem with my colleagues, I discuss the problem with teacher and the teacher helps me to solve it	82.03%	20.22 8	31	High
My teacher understands my different problems and my needs	81.14%	18.00 7	32	High
My teacher regularly uses encouraging and interactive activities in class	85.94%	16.48 3	20	High
All students participate in interactive activities in the classroom	82.59%	17.14 7	29	High
Interactive activities are essential in the class	86.81%	13.49 9	13	High
My scores increased when my teacher used class activities	84.87	18.00 4	23	High
All my colleagues know my name and call me with it	90.88%	12.26 2	1	High
Class activities are boring and not fun	53.66%	26.83 7	38	Medium
Class activities do not include all students in the class	59.91%	26.93 5	37	Medium
My teacher answers all the questions in the class	85.78%	16.31 5	21	High
My teacher allows to me to ask questions in the class	86.67%	14.37 0	17	High
My teacher repeats an explanation of any topic that I could not understand	89.24%	13.01 7	6	High
My teacher provides an opportunity for all students to discuss	86.06%	14.53 0	18	High
My teacher gives students a chance to answer and discuss the questions they ask	86.71%	13.68 0	15	High
the teacher participates in solving class problems with student	85.01%	15.61 2	22	High
My teacher uses activities constantly	85.96%	15.68 3	19	High
My teacher motivates me to solve my problems	80.82%	17.39 2	33	High
My teacher motivates me to develop my knowledge and self-learning	86.67%	16.11 3	16	High

My teacher is my primary source of my information	82.06%	18.88 4	30	High
My teacher explains the goals and objectives of each educational topic/lesson	87.20%	14.50 5	11	High
My teacher prefer/used the classroom surrounded session system	78.41%	22.90 0	35	High
Using squares, playgrounds, and library of the school freely	84.49%	17.90 9	24	High
I feel my classroom is my second home	83.48%	17.82 2	27	High
I participate in drafting the classroom code of ethics in the class	83.25%	19.53 8	28	High
My teacher knows my name and call me in the class	90.04%	11.85 9	4	High
I can participate in all activities in the school freely and with confidence	86.99%	14.89 2	12	High
My teacher treats all students equally	83.53%	16.77 0	26	High
I contact/talk with my colleagues from other nationalities	87.28%	13.83 1	10	High
There is no difference between me and my colleagues from other nationalities	86.78%	16.39 2	14	High
I participate in class committees (for cleaning, arrangement, etc.)	87.62%	13.76 6	9	High
One of the child's right is play	90.01%	11.28 5	5	High
The teacher applies the procedures for breaking the classroom code of ethics	83.91%	18.03 4	25	High
The overall level of all sentences	83.94%	9.457	-	High

Table 13: Means of students' perceptions toward the improvement of the educational environment

On the other hand, only two sentences reported medium mean 53.99% and 59.91% and they indicated to "Classroom activities are boring and not fun" and "Classroom activities do not include all students inside the classroom" respectively. As these reverse items has reported the lowest scores, these findings insured the students' positive attitudes towards the improvement of education environment and CISLE II critical and effective.

As for the differences in the students' perceptions toward the improvement of the educational environment, table below showed the total mean of all categories was high level such as the mean of the Jordanian students 85.4% and the mean of students who aged between (10-14 years old) was at 84.8% and 84.3% for males and 83.8% for females.

Category	N=1145	Mean
Male	N= 323	84.3%
Female	N= 822	83.8%
10-14 Years old	N=750	84.8%
15-18 Years old	N=395	82.3%
Jordanian	N= 569	85.4%
Syrian	N= 354	82.1%
Other Nationalities	N= 222	82.1%

Governorates	N=1145	83.9%
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Table 14: Means of students' perceptions toward the improvement of the educational environment by gender, age and nationality

As it's described in table 14 the total mean of students' perceptions towards the improvement of the educational environment based on governorate was high and at 83.9%. The below table described the difference between mean of the students' perception between governorate. The highest mean was for Mafraq 90.1% and Aqaba 91.1%, and the lowest mean was for Jerash 52.5% and Karak 79.8%. This allow us to ask for more attention to the students in all schools across the Country and in smaller governorates such as Jerash and Karak school particularly.

Governorates	Amman	Balqa	Zarqa	Madaba	Irbid	Mafraq	Jerash	Aajlune	Karak	Tafelah	Maan	Aqaba
Number	190	42	110	69	276	104	39	65	117	39	67	27
Mean	83.7%	85.7%	87.75	85.3%	84.2%	90.1%	52.5%	86.9%	79.8%	88.15	82.6%	91.1%

Table 15: Means of students' perceptions toward the improvement of the educational environment by governorate

Challenges Faced by the Student at their School

Students were asked about the challenges they faced inside their school, and as it is shown in the below chart. 22.9% indicated that "Didn't faced any challenges". Also, 15.8% students reported that "I can't usually understand the lesson", and 14.1% of students reported that "I can't make relationships with my colleagues". These results clearly indicate the importance of maintaining the PSS and educational strategies to mitigate these challenges and ensure more positive and encouragement educational environment in the school in Jordan.

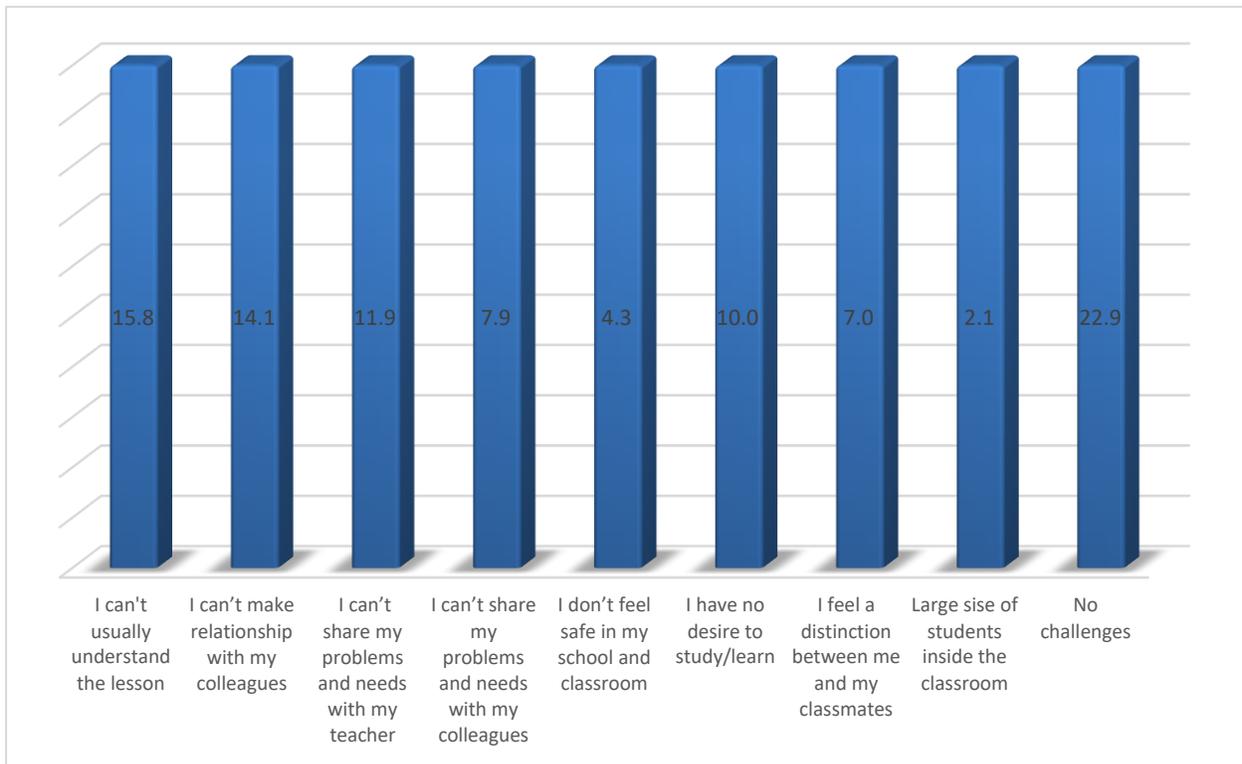


Figure 21: Challenges faced by students in their school

Additionally, Students' FGDs participants were asked about the challenges they may face at their school, and they indicated to the following key challenges:

- Lack of students' interaction and participation at the classroom when implementing the educational strategies.
- Ability to implement some strategies during winter season as it will be difficult to implement some strategies outside the classroom due to schools' infrastructure which limits outside activities during winter as some activities require being in the school yard.
- Large number of students inside the classroom for both male and female schools;
- More time is required to ensure that students' opportunities to participate and benefit from these strategies such as Round robin, Journal writing and poster session.
- Limited resources and materials needed to implement these strategies;
- Some issues were related with students' willingness to learn, hygiene and low level of students' educational and academic achievement.

Findings for the Outcome Level Indicator



This indicator was measured by conducting 6 Focus groups discussion with 61 members from the school community across the 20 targeted schools, 2 were conducted in each region except south region which was targeted only by one FGD particularly in Karak governorate as it was

the only governorate targeted by CISLE II through the school community members component.⁵

As for the demographical background of the 61 FGD participants', as it's shown in the below table the majority was female 75% comparing with male 25%. Additionally, 95% of the participants were Jordanian and 5% were Syrian participants due to the low percentage of the Syrian members in the actual sample frame. As for the participants' positions, the majority was community members like teachers from other school who were in partnership with the targeted schools in this evaluation, directors of local community-based organizations and local authorities.

Gender	Positions						Nationality	
	Library administrative	Teachers	Students	Parents	Community members	Total	Jordanian	Syrian
Male	6	6	4	9	4	29	50	11
Female	5	7	8	2	10	32		

Table 16: Number of FGDs' participants

This indicator was measured through the following categories:

- Community members' awareness of inclusion practices.
- Community members use of inclusion practices.
- Community members' perceptions toward the impact of CSISLE II project on their awareness of inclusion practices.

Community Members' Awareness of Inclusion Practices

The main inclusion strategies and activities were identified in consultation with QRTA team, So the FGD guide with community members included the inclusion strategies per position such as open day, economic initiatives, reading passport, puppets making, handcraft training, community awareness activities, free medical days, design the school plan, reading clubs and transfer the training to other schools and teachers..etc.⁶

FGD participants were asked about the extent to which they are aware of the inclusion practices, and across the 6 FGDs it was clear that all participants were aware of these practices N=61, 100% and the below matrix explain the findings like below:

Theme	Amman	Ajlune	Irbid	Balqa	Karak
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⁵ For community members FGD sample, kindly review the sampling design and selection section.

⁶ See annex number 2: Community members FGD guide.

Aware of Inclusion practices	<ul style="list-style-type: none"> - Providing psychosocial services; - Focused on three key parts, Librarians teachers, students, and parents; - Provide educational materials to enhance students' achievements and understanding of the lessons; - Manage individual differences" 	<ul style="list-style-type: none"> - The strategies that can be used to solve the psychosocial and educational students' problems and challenges; - Inclusion is about changing the school from a scientific factory to a factory to produce everything... etc. 	<ul style="list-style-type: none"> - Engaged all the community key themes to create engagement and comprehensive educational environment... and provide students with psychosocial support; - Build the students' capacity and communication skills to enhance their social, cultural, and educational personality. 	<ul style="list-style-type: none"> - Inclusion educational environment is about providing the students with healthy and friendly structure and united the efforts between student, school and partners as well as the community to enhance the educational environment. 	<ul style="list-style-type: none"> - Enhance the infrastructure of the school and enhance the community role in the educational process. - It's about enhancing the role of the students as core factor in the educational process and create the social responsibility .
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Figure 22: Community members' awareness of inclusion per governorate

According to the charts below, 57% and 43% from both male and female FGDs' participants assured that they are aware of the inclusion definition as well as the inclusion practices respectively.

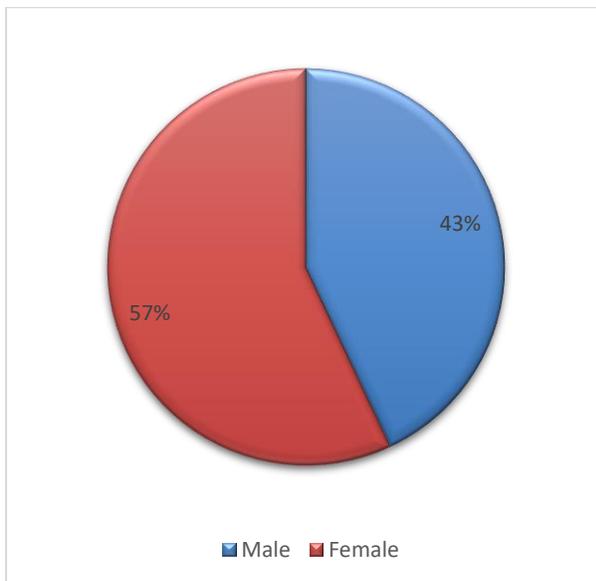


Figure 23: Community members' awareness of inclusion practices by gender

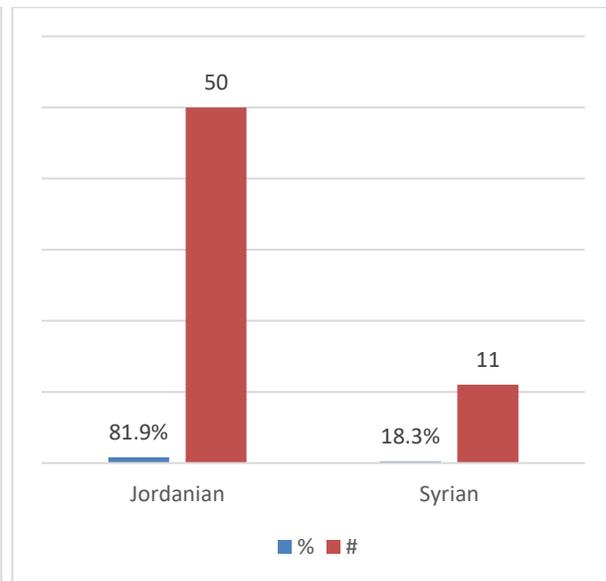


Figure 24: Figure 19: Community members' awareness of inclusion practices by nationality

Additionally, although the number of Syrian participants was small (N=11, 61), there were no differentiation in participants' awareness and understating of the inclusion practices based on nationality. However, the result in the above chart revealed that N=50, 81.9%, and N=11,

18.3% from Jordanian and Syrian participants were aware of the inclusion practices respectively.

Community Members' Use of Inclusion Practices at Schools



During the FGD sessions, participants were asked about the implementation of inclusion practices at the schools.⁷ It was clear that community members were able to implement different practices especially the integration of the local community in the educational process and creating job opportunities as well as improving the community members' livelihood and economic situation by creating income generating projects and enhance the marketing opportunities. Participants indicated about this finding by said:

"We created small project such the small poet, and we still conducting this project for three years. and we conducted number of open days and creating puppets. Also, we have some agricultural and production project such as Growing medicinal herbs such as thyme and rosemary. In addition to that, we train students from other schools to design models. We don't have a mathematic lap, so we work with the teachers and open this lab with interactive inclusion of parents and local community member in math activities at the lab". Amman FGD, community members.

"We usually conducted number of open days which included different entertainment, inclusion and educational activities and the students enjoy and spent fun time with their peers. Also, we used these open day activities as marketing opportunities for the community members' productions". Ajlune FGD, community members.

"The most common inclusion practices were conducted by our community committees was open days, Bazaar, soap making courses and accessories cycles shampoo and industrial hair oil. we targeted the community by number of awareness session focused on drugs, first aid, social security and environmental awareness..." Irbid FGD, community members.

The quotes described that the majority (N=58, 61) of community members were active, and able to plan and lead the implementation of different inclusion practices such as:

⁷. See annex number 2: Community members FGD guide.

- Growing medicinal herbs.
- Open days.
- Bazaar.
- Soap making courses and accessories.
- Shampoo and industrial hair oil.
- Design the schools' plans.
- Awareness workshop and public meeting about important topics like drugs, adolescence, and smoking.



And these activities were agreed and planned in regular brain storming and discussion meetings between the schools and community members in each school, it enhanced the relationships between the targeted schools and the community. It additionally increased the role of the community in the education process which created a comprehensive learning and educational environment for students.



As for reading clubs, all FGDs participants assured that reading clubs were very helpful and supported the reading habits inside the school.



"Some students came and asked for borrowing some books and stories, and one Syrian student has a movement disability... he was usually ashamed. And refused to participate at any group activities due to the impact of his disability as well as the conflict inside Syria. His teacher was very supportive, and she created a movement library that can help him and his peers from other students to access the library. This helped the Syrian child and he became more self- confident and started participating and leading different group and community activities". Kara governorate, FGD community members' participants.

Community Members' Perceptions Toward the Impact of CISLE II Project on Their Awareness of Inclusion Practices

During the FGD sessions, participants were asked about the impact of the inclusion practices in the educational process including students, teachers, schools as well as the relationship between the school and the local community and finally the improvement of the educational environment.⁸

⁸ See annex number 2: Community members FGD guide.

In this regard, it was clear that community members were able to implement different inclusion practices especially those related to the integration of the local community in the educational process and creating job opportunities as well as improving the community members' livelihood and economic situation by creating income generating projects and enhance the marketing.

Also, community members' participants indicate to number of pedagogical strategies like:

- Think-Pair-Share.
- Traffic light cups.
- Exit tickets.
- I Used to Think, But Now I Know.

"Before, the community traditional perspective towards the school was very traditional and the school was a separated entity with no relationships with the local community and since the student enter the school they will be discounted with the outside community... because of this project this perception had been changed and the relationship between the school and the community become more interactive and participatory and well as the level of inclusion and harmonization is increased." Balq FGD, community members.

And these strategies were very helpful and important to enhance the inclusion inside the school as well as to mitigate psychosocial issues and problems that may be faced by the students. Also, these strategies enhance their practices with their children as a community members and teachers simultaneously.

Additionally, it was clear that inclusion activities were sustained and led by the local community. This created better and interactive relationship between the school and the community and reflected on the educational environment as well as created more engagement of parents in their children's education. Some parents led some activities at school and used to visit the reading clubs, also built good relationships with their children's teachers.

"Parents lost the trust in the schools, and the same for the teachers who faced different challenges with the students and their families... after we conducted number of inclusion activities the relationships between both sides become more interactive, understood and respectful" Amman FGD, community members.

"The inclusion activities affected the level of weak students, the groups and rounds practices enhance the learning opportunities and information sharing between the students" Irbid FGD, community members.

"Since I came to Jordan, I was very sad, I lost my family and my home inside Syrian and I was afraid and unable to communicate with others. My child went to schools and the teachers encouraged me to make pasties and this was very helpful, and I can find a n income source for my family. Syrian community member ". Karak FGD

In addition to the above results, the FGDs participants clearly indicted number of key points described the impact of CISLE II in their awareness and implementation of inclusion activities such as:

- Increasing the inclusion of students with disabilities.
- Effective use of students and community members free time.
- Identified students' skills and strengthens which can be enhanced and strengthening in the future.

- Changed the community traditional attitudes toward the educational process, to be more interactive and participatory and get more involvement of parents and local communities.
- Recognized students' wrong and abnormal behaviors and identified the best and suitable methods and techniques to reduce them.
- Enhanced the networking and partnerships with community-based organizations CBOs and private sector and improve social responsibility.

Challenges Faced by Community Members

Community members' FGD participants were asked about the main challenges that faced by them while implementing inclusion practices. And they identified the following key challenges:



- Ability to create interactive participation by community members for both men and women in one group due to community conservative. Nqerah FGD, Amman.
- The need for follow up and monitoring by QRTA, MOE and the targeted schools such as field visits, regular meeting and refreshment training.
- The importance of support the reading clubs with different topics to meet the different levels and needs of students such as International novels and stories. Kufrangeh FGD, Ajlune.
- Selection of some projects' ideas was not based onto close cooperation and consultation with the local community, such as Mushroom project was not appropriate to the local environment and community expertise. Kufrangeh FGD, Ajlune.
- Low allocated amount of money for each community members to establish the local projects. Kufrangeh FGD, Ajlun.
- Low ability to conduct any activity outside the school daily official hours. Dyeralla FGD, Balqa.

Community Members' Suggestions for Future Improvement

By the end of each focus group, participants were asked about their suggestions and recommendations for future improvement.⁹ The following were the key suggestions:

⁹. See annex number 2: Community members FGD guide.

- Increase the training workshops for teachers with more focus on the information technology, teaching, learning techniques and methods, while taking into consideration individual difference. Nqerah FGD, Amman
- Conduct more training workshop for teachers about PSS strategies to enhance their capacities regarding this component. Dyeralla FGD, Balqa.
- More schools in each governorate need to be targeted by CISLE II in the future. Idir FGD, Karak.
- Increase the financial support to provide schools with stationery and logistics. Adir FGD, Karak
- More follow up visits by QRTA team to the targeted schools to provide technical support. North Gou FGD, Irbid.
- Ensure allocated time for sport and art lessons at school for students from all grades; Mazar FGD, karak.



Conclusions

According to the findings of the evaluation of the two indicators of the PSS project, the overall conclusion indicated that CISLE II had a very significant, important and positive impact from the students' and community members' perceptions. The majority of the studied sample, indicated to the impact on the educational environment, students, teachers, schools as well as the local community.

4.17 or 83.4% is the total mean of students' perceptions towards the improvement in the educational environment, which is significantly high. Also, all students N=109, 100% who participated at the FGDs reported that their participation and the educational and PSS strategies was very helpful and enhance their ability to understand the lessons as well as enhance their relationship with other students from other nationalities such as Syria and Iraqi.

Although there are some challenges that limit the achieving the desired impact in some schools, due to the school infrastructure and the large number of students in each classroom, but the majority of the students indicated that they like these activities and they wish if they can be sustained in their school.

On the other hand, this project demonstrates a crucial impact from Syrian students and community members' perspectives. They clearly indicated their relationship improvement with other students and the local community. additionally, the inclusion practices enhanced the social cohesion as well as provided community members with income generating sources. It was clear that targeting students from different nationalities in addition to the Jordanian students had an impact on reducing the level of violence, bullying and verbal violence between students at schools.

Also, the psychosocial track impact was very clear from students and community members' perspectives. Students indicted their feelings about their school as well as the interactive relationship between them and the school as a governmental institution by leading the planning and the implementation of different participatory inclusion activities and initiatives such as open days, awareness session, and Bazar.

However, the most significant impact of this projects according to the students and the community committee members, was about the enhancement of students' personality, self-confidence, communication skills, respect other opinions, ask for permissions, and critical thinking. Also, their willingness to learn and to participate at groups activities. This impact increased the students' educational achievement and bridge the gaps between students and teachers as well as support the creations quality educational environment.

Recommendations

In order to maximize the impact of these strategies and improve the educational environment, we recommend the following:

- Proceed and expand the implementation of CISLE II educational and PSS strategies.
- Equip schools with more materials and logistics on monthly basis.
- Conduct extracurricular activities focusing on the technology and computer activities.
- Support the reading clubs with extra reading resources to meet all students needs and favourite reading topics such as international novels and stories.
- Sustain a monitoring and evaluation tool from QRTA team to ensure the implementation of the project activities is aligned with the purpose.
- Ensure the sustainability of the project activities and including other districts and other schools to maximize the impact.
- Increase the allocated amount for the economic initiatives to maximize the impact and create the change in families' economic situations.
- Conducting trainings on marketing skill "How to promote your product" for community members.
- Create a clear guidance to describe the criteria for funding the economic projects.
- Shorten the facilitation process period that is needed from MOE to facilitate the planning and the implementation of the activities by the schools inside the community and outside the official school hours, by mitigating for this while planning the activities
- Conduct ongoing training workshops for teachers and community members with focus on psychosocial support PSS.

Annexes

Annex # 1: Students' Survey

Name of school		The name of the researcher	
Number of trained teachers (Male/Female) in school		Date	
Governorate			
Day			

Section 1: Demographical information		
#	Questions	Categories
1	Gender	1. Male 2. Female
2	Age	It should be between 10-18 years old
3	Grade	1. Grade four 2. Grade five 3. Grade six 4. Grade seven 5. Grade eight 6. Grade nine 7. Grade ten 8. Grade eleven 9. Grade twelve
4	Nationality	1. Jordanian 2. Syrian 3. Others (.....)
Section two: Students attitudes towards the educational environment		
5	Do you like the school?	1. Yes 2. No
6	What is the thing that you like in your school?	1. My teacher 2. My Class 3. My colleagues 4. School Square 5. School activities that I participate in the classroom 6. Others (.....)
7	Did the teacher use any of the following tools in the classroom? Interviewer please read all the tools:	

	Strategies	Yes	No	I don't know
1	Raise hands for salience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Traffic light cups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Numbered heads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Round Robin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Think- Pair- Share	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pair -squire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Bend and pass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Poster session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Exit Tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Point of most significant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I Used To Think, But Now I Know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Journal writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	What do you like about these tools that were mentioned in the previous question? (Select more than one answer)	<ol style="list-style-type: none"> 1. Colors, cards and phrases used 2. Improve my willingness to learn 3. Improve my knowledge and understanding in lesson 4. Improve your relationship with your colleagues 5. Improve your relationship with your family 6. Improve your relationship with your teacher 7. participation in planning and implementing these activities 8. Increase the love of school 9. Increase your integration of the class room 10. Others (.....) 		
9	Do you think these tools should be used continuously?	<ol style="list-style-type: none"> 1. Yes 2. No 		
10	If your answer yes, why?	<ol style="list-style-type: none"> 1. Building comprehensive educational environment inside the classroom. 2. Improve my relationship with my colleagues 3. Improve my knowledge and understanding in lesson 4. Increase my grads 		
11	If any of the students provided additional activity in the classroom, how would the react of teacher?	<ol style="list-style-type: none"> 1. Extra mark 2. Thanks and motivate to him/her 3. Giving him/her the opportunity to implement the activity in front of the students in the class 4. Handing out appreciation certificate 5. Others (.....) 		

12	Have you participated in the preparation of the classroom constitution?	1. Yes 2. No
13	Are you remember any policy of constitution?	1. Yes 2. No
14	Was the classroom constitution approved in front of the students?	1. Yes 2. No 3. I don't know

Section three: Students attitudes towards the effect of the program on improving the educational environment:

15 Please read the following statements and put the answer in the box: To the interviewer: Read all the statement:

#	Statement	Strongly agree	Agree	I don't know	Disagree	Strongly disagree
1.	I love go to the school	_	_	_	_	_
2.	I love my classroom	_	_	_	_	_
3.	I love my colleagues	_	_	_	_	_
4.	I love my teacher	_	_	_	_	_
5.	When I am angry, I go to my teacher to talk about the reason for my anger	_	_	_	_	_
6.	When I am happy I express my happiness to my teacher	_	_	_	_	_
7.	When I have a problem with my colleagues, I go to my teacher and share my problem and help me solve it	_	_	_	_	_
8.	My teacher understands my different problems and my needs	_	_	_	_	_
9.	My teacher regularly uses encouraging and interactive activities in class	_	_	_	_	_
10.	All students participate in interactive activities in the classroom	_	_	_	_	_
11.	Interactive activities are essential in class	_	_	_	_	_
12.	My scores increased when my teacher used class activities	_	_	_	_	_
13.	All my colleagues know my name and call me	_	_	_	_	_

14.	Class activities are boring and not fun	_	_	_	_	_
15.	Class activities do not include all students in the class	_	_	_	_	_
16.	My teacher answers all the questions in the class	_	_	_	_	_
17.	My teacher allows to me to ask questions in class	_	_	_	_	_
18.	My teacher repeat an explanation of any topic that I could not understand	_	_	_	_	_
19.	My teacher provides an opportunity for all students to discuss	_	_	_	_	_
20.	My teacher gives students a chance to answer and discuss the questions they ask	_	_	_	_	_
21.	the teacher participates in solving class problems with student	_	_	_	_	_
22.	My teacher uses activities constantly	_	_	_	_	_
23.	My teacher motivates me to solve my problems	_	_	_	_	_
24.	My teacher motivates me to develop my knowledge and self-learning	_	_	_	_	_
25.	my teacher is my primary source of my information	_	_	_	_	_
26.	My teacher explains the goals and objectives of each educational topic/lesson	_	_	_	_	_
27.	My teacher prefer/used the classroom surrounded session system	_	_	_	_	_
28.	Using squares, playgrounds, and library of the school freely	_	_	_	_	_
29.	I feel my classroom is my second home	_	_	_	_	_
30.	I participate in drafting the classroom code of ethics in the class	_	_	_	_	_

31.	My teacher know my name and call me in the class	_	_	_	_	_
32.	I can participate in all activities in the school freely and with confidence	_	_	_	_	_
33.	My teacher treats all students equally	_	_	_	_	_
34.	I contact/talk with my colleagues from other nationalities	_	_	_	_	_
35.	there is no difference between me and my colleagues from other nationalities	_	_	_	_	_
36.	I participate in class committees (for cleaning, arrangement, etc.)	_	_	_	_	_
37.	One of the child's right is play	_	_	_	_	_
38.	The teacher applies the procedures for breaking the classroom code of ethics	_	_	_	_	_
16	<p>What challenges do they face in the classroom? Interviewer: You can choose more than one:</p>	<ol style="list-style-type: none"> 1. I can't usually understand the lesson 2. I can't make relationship with my colleagues 3. I can't share my problems and needs with my teacher 4. I can't share my problems and needs with my colleagues 5. I don't feel safe in my school and classroom 6. I have no desire to study/learn 7. I feel a distinction between me and my classmates 8. Other (specify) 				

Thank you

Annex # 2: Students' Focus Group Discussion Guide

Participants: Male and female students enrolled in government schools targeted from the project to build a supportive and comprehensive learning environment, according to the following age groups and grades:

- First group: from 10-14 Years old (from fourth grade to eighth grade)
- Second group: 15- 18 Years old (from Ninth grade to second grade high school)

Number of participants: The total number of all groups will be as follows:

Region	Total of groups	From (10-14)		From (15-18)		Total of participants
		Male	Female	Male	Female	
North (Irbid)	4	1	1	1	1	32
Central (Amman)	4	1	1	1	1	32
South (Karak)	3	1	1	1	1	32
Total	12	8 students for each group				96

As for the nationality, the focus will be on that each group includes 3 participants from the Syrian nationality and other nationalities, and five participants from Jordanian nationalities if possible.

The period: not less than 45 Minutes and not more than 60 minutes

Place of Implementation:

Group number		
Governorate		
Sub-district		

The name of the school to which the participants / participants are enrolled	
Name of facilitator	
Name of the document	
Was the session recorded electronically?	Yes or no

Goals of Focus group discussion:

- Identify the concept of participants of the components of a supportive and comprehensive educational environment.
- To reveal student attitudes towards a supportive and inclusive learning environment.
- To disclose the extent of the application of teachers who have been trained in psychosocial support, supportive communication strategies and education in the classroom to which the students belong (validation and verification of results);
- Identify the challenges faced by participants in the classroom and / or school.
- To suggest a set of recommendations that could contribute to enhancing the attitudes of male and female participants towards the educational environment.

Ethical standards

- Participation is voluntary.
- They have the right to refuse to answer any question during the focus group.
- They have the right to withdraw from the focus group at any time
- They have the right to refuse to record any of their answers manually or electronically;
- All information will be collected only for the purposes of measuring the indicator and will be strictly confidential; the names, schools, places will not be indicated in any way, and all results will be summaries;
- Respecting the opinion and giving the opportunity to speak to all students participating in the focus group;
- Obtained approval from the families of the participants before the data collection process.

Quality Control Standards:

- Verify the answers manually and electronically (clearly and vocally) for the purpose of ensuring that every piece of information shared by the participant is obtained through a documentation specific to this process;
- Ensure the reliability of the data, through the multiplicity of data sources, and the multiplicity of tools used to obtain it
- Field data collectors will be provided with an official letter to facilitate their task of data collection;
- The facilitator will focus on the responses based on nationality, gender (male / female), and location in each of the groups.

Required tools:

- pens;
- note book;
- an electronic recording device;
- color cards;
- white plastic plates;
- Colorful clips
- Wide-body pens (felt-tip)
- Participant registration form in the group.

Expected outcomes:

- basic demographic information about the participant (without names);
- data before processing;
- a number of pictures of the activities used in the discussion without the people being photographed.
- A list of quotes for use in the final report.

The main subjects:

- Strategies for education, supportive communication and psychosocial support;
- Challenges and difficulties;
- Suggestions and recommendations.

First: education strategies

1.1 Students' knowledge of strategies

Activity:

The name of all the strategies that were asked about in the quantitative form will be written in plastic plates and put on the table in front of the participants, and the participants will give each of them a large number of colored clips, and ask them the following questions and put

a number of clips that represent their answer? (For the facilitator, in each question you ask, ask the participants to look at the dishes and answer, so that students are linked to the strategies and reminded of them).

- What do you know about any of these activities?
- Explain to me what you know about any of these activities?
- Which of these activities do you never know?
- Which of these activities does the teacher use? (For the facilitator, ask for each activity separately)
- Which of these activities doesn't use by teacher?
- What activities do you prefer? And why? What activities don't you prefer? And why?
- What the activities that students participate in the class? What activities that the students not participate in in the class? And why?
- Does the teacher use these activities? Always, sometimes (to the facilitator, ask about activities in general)
- Do you prefer one activity rather than other activities? (For the facilitator, ask examples of this from each participant) Then ask why?

1.2 Students' attitudes towards strategies

- How did these activities improve the learning environment in the classroom and in the school in general? (For the facilitator, ask for examples of specific activities to enhance answers)
-
- How did these activities improve students' educational? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities enhance the relationship between students in the classroom? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities enhance students 'relationship with the teacher in the classroom? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities contribute to enhancing students 'confidence in themselves and strengthening their personality? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities contribute to reducing problems among students in the classroom? (For the facilitator, ask for examples of specific activities to enhance answers)

3.1 Challenges and difficulties

- What difficulties do you face inside your school?
- What difficulties do you face inside the classroom?
- To whom did you resort to resolve these difficulties? (To the facilitator: choose an example of any of the difficulties and ask students to explain how they solve these difficulties?)
- What difficulties do you face in your application of these activities?

4.1 suggestions and recommendations

- To consider these activities, which of them needs to be developed? And why?
- To consider these activities which of them do you prefer to apply? And why?
- Are there activities you prefer to participate in other than activities written in the plastic dishes? Yes, please list it.

Annex # 3: Community members' focus group discussion guide

Participants: members of community committees in schools within the project of building a supportive and comprehensive learning environment, according to the following:

Number of participants: The total number of all groups will be as follows for both nationalities (Jordanian and Syrian):

The sample					Parents		Community		Students		Teachers		Library supervisor	
Region	# group discussions	#total of males	# total of females	Total # of participants	F	M	F	M	F	M	F	M	F	M
Central	3													
North	2													
South	1													
Total	6													

The period: not less than 45 Minutes and not more than 60 minutes

Place of Implementation:

Group number		
Governorate		
Sub-district		

The name of the school to which the participants / participants are enrolled	
Name of facilitator	
Name of the document	
Was the session recorded electronically?	Yes or no

Goals of Focus group discussion:

- Identify the concept of participants of the components of a supportive and comprehensive educational environment;
- To reveal student attitudes towards a supportive and inclusive learning environment;
- Identify the challenges faced by participants in the classroom and / or school;
- To suggest a set of recommendations that could contribute to enhancing the attitudes of male and female participants towards the educational environment.

Ethical standards

- Participation is voluntary.
- They have the right to refuse to answer any question during the focus group.
- They have the right to withdraw from the focus group at any time
- They have the right to refuse to record any of their answers manually or electronically;

- All information will be collected only for the purposes of measuring the indicator and will be strictly confidential; the names, schools, places will not be indicated in any way, and all results will be summaries;
- Respecting the opinion and giving the opportunity to speak to all students participating in the focus group;
- Obtained approval from the families of the participants before the data collection process.

Quality Control Standards:

- Verify the answers manually and electronically (clearly and vocally) for the purpose of ensuring that every piece of information shared by the participant is obtained through a documentation specific to this process;
- Ensure the reliability of the data, through the multiplicity of data sources, and the multiplicity of tools used to obtain it
- Field data collectors will be provided with an official letter to facilitate their task of data collection;

Required tools:

- Pens;
- Note book;
- Electronic recording device;
- Color cards;
- Colored clips
- Wide-body pens (felt-tip)
- Participant registration form in the group.

Expected outcomes:

- Basic demographic information about the participant (without names);
- Data before processing;
- Number of pictures of the activities used in the discussion without the people being photographed;
- List of quotes for use in the final report.

The main subjects:

- Strategies for education, supportive communication and psychosocial support;
- Challenges and difficulties;
- Suggestions and recommendations.

1.1 Knowledge and level of awareness and participants' application of supportive and inclusive education and psychosocial support activities, as in the below the table:

- What do you know about any of the teaching, learning, supportive and comprehensive communication activities and psychosocial support?
- Explain to me what you know about any of these activities?
- Which of these activities were used by any of you in the schools you represent? (For the facilitator, ask for examples and where to use these activities)
- What activities do you prefer? And why? What activities don't you prefer? And why?
- What activities do you think are important for teaching and learning and what is the related goals?
- Do you prefer a specific activity? (For the facilitator, ask examples of this from each participant) Then ask why?

2.1 Participants' attitudes towards strategies

- How did these activities improve the learning environment in the classroom and in the school in general? (For the facilitator, ask for examples of specific activities to enhance answers)
-
- How did these activities improve students' educational? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities enhance students' relationship with the teacher in the classroom? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities contribute to enhancing students' confidence in themselves and strengthening their personality? (For the facilitator, ask for examples of specific activities to enhance answers)
- How did these activities contribute to reducing problems among students in the classroom? (For the facilitator, ask for examples of specific activities to enhance answers)

3.1 Challenges and difficulties

- What are the difficulties that the committee faces in implementing these activities?

4.1 Suggestions and Recommendations

- Looking at these activities, which of them needs to be developed? And why?
- Looking at these activities, which of them do you prefer to apply? And why?
- How can the committee's role in improving the educational process in the school?