Evaluation of NRC's Host Community Education Programme in Jordan

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Executive summary

Since 2015, the Norwegian Refugee Council (NRC) has been working to ensure that vulnerable Syrian and Jordanian children residing in host community settings in the north of Jordan have enhanced access to quality educational infrastructure and services. Specifically, NRC has supported the expansion and/or refurbishment of school facilities, to address the significant demands placed on existing infrastructure by the growth in student population since the start of the Syrian crisis. In these same schools, NRC has concurrently worked on strengthening school systems to address some of the endemic weaknesses facing overcrowded school in host communities, including issues of insufficient maintenance and cleaning of existing facilities, violence and bullying, a lack of parental and student engagement in school decision-making and planning, and poor-quality teaching and learning.   The broad objective of this holistic approach is to ensure that vulnerable Syrian and Jordanian students attending these schools have access to protective and dynamic school environments which are conducive to quality teaching and learning, and that foster social cohesion. Ultimately, is hoped that in doing so, these students have increased access to school, remain in school, and that learning outcomes are improved.

This evaluation was commissioned by NRC Jordan country office, and conducted by Dr. Ritesh Shah from the University of Auckland, Faculty of Education and Social Work in 2018. The purpose of this evaluation was two-fold. One is to look back and assess how NRC has improved access and learning outcomes for vulnerable students in host community schools in Jordan. The other is to support organisational learning by assessing opportunities and possibilities moving forward, with consideration of the operational space NRC has for supporting education provision in host community settings. In particular, it was commissioned to ensure that NRC's response in the coming years remains relevant to the needs of its beneficiaries, fit for a changing institutional context, and effective in terms of ensuring students' long-term access to quality education.

The evaluation identified several key successes of NRC's activities to date, including:

- NRC's holistic approach to support schools in host community settings has been appropriate to the needs of the Jordanian education system, the concerns and issues faced by school stakeholders and direct beneficiaries, and to the expectations specified in the INEE Minimum Standards in the key domains of Access and Learning Environments, Teaching and Learning and Teachers and other Educational Personnel.
- NRC's school expansion and construction activities have led to increased enrolments of Jordanian and Syrian students in all target schools, though not as fully as NRC might have expected and not to a level where sufficient space is allocated per student, according to Jordanian standards.   The majority of new enrolments have come from other schools (private and public in roughly equal proportions). The benefits for these students in moving to the newly expanded schools include: less time and improved safety travelling to/from school, the ability to study in schools in their local community, access to better facilities, and reduced financial expenditure, in terms of transport and school fees (for those coming from private schools). Expansion, construction, and rehabilitation activities have also improved students' self-reported ability to learn due to being in classrooms that are better ventilated, less crowded, insulated, and brighter; and having access to sufficient, clean, and operational WASH facilities.
- NRC's maintenance, cleaning, and hygiene promotion component, which accompanies the construction and rehabilitation focus, is a needed and necessary component for sustainability of the impacts of NRC's infrastructure-focussed support. As a result of these activities, improvements are noted in the ongoing cleanliness and functionality of school facilities and perception of the school environment overall. This component has also engendered a sense of ownership and pride amongst students in each school involved in

championing healthy, safe, and clean school environments, and increased the attention being given within the instructional programme to such discussions.

- NRC's approach to remedial education/learning support services in the host community settings—in the form of a summer school programme—has helped to bolster students' sense of academic self-efficacy and motivation to succeed in school. These are vital preconditions for later academic success according to international research. Additionally, the qualitatively different nature of the teaching and learning experience for students in the summer school programme, which NRC has complete control over, allows it to offer a broadened curriculum, supportive teacher-student-parent interactions, and strengthen social cohesion amongst students. Such experiences are highly valued and appreciated by the beneficiaries.
- The more recent attention NRC has given to addressing violence and bullying in host community schools through its Social Cohesion Toolkit, and particularly to providing teachers and students with concrete tools and approaches for being aware of and redressing or mitigating such actions, has already had some immediate impacts on student and teacher attitudes and practices. In doing so this component has the potential to be a key catalyst for supporting safe, inclusive, and protective environments in schools.

The evaluation also identified a number of key challenges and concerns that need to be considered as part of shaping its future responses in host community settings. These include:

- The need to continually assess and respond in kind to the operational spaces which NRC has to influence and shape improved educational outcomes for the most vulnerable students residing in host community settings. In many instances, NRC's ability to achieve desired outcomes for its interventions in host community schools has been strongly mediated by the locus of control which it has to ensure these outcomes. For example, while reducing overcrowding and increasing access for students are key logics of intervention for school expansion and construction, NRC has little ability to influence how facilities it builds are subsequently utilised. Likewise, while NRC expects its summer school programme to allow underachieving students to catch up to grade-level expectations, this may be an unrealistic outcome for a short-term intervention, where many of the students are already significantly over-aged. **Based on this, it is recommended that NRC reviews the outcomes and key objectives for each component of its response package, and critically assess the operational space it has to achieve such outcomes in light of the findings of the evaluation. Where it is determined that the operational space does not exist, strategic decisions must be made to either alter/shift the response or the expected outcomes of the current response.**
- Internal, organisational, and external coordination and collaboration has not occurred as extensively or effectively as it could and should, and has greatly compromised the ability for the programme responses to date to leverage on the experiences, knowledge, and expertise of a range of internal and external stakeholders. **It is recommended that management of the host community programming makes stronger efforts to coordinate with other programmes within the education core competency, specifically the camp and youth programmes. Concurrently attention should be given to coordination, communication and possible collaboration across core competency areas working in the Irbid district, and any future districts where the host community education programme might expand to. Finally, NRC Jordan should identify and proactively seek out opportunities to coordinate and collaborate with other actors working in the education sector in Irbid and other host community settings in Jordan, as well as with NRC education programmes in the region.**
- Insufficient attention has been given to the use of monitoring and reporting data, within and outside of the education programme, for formative programme design, refinement, and improvement. Specifically, opportunities to use data on the needs and key issues keeping students out of school, or pushing them out of school has greatly improved internally and

externally in the past year to eighteen months. Analysis of these data could help NRC to decide whether and how it should shape its educational responses in host community settings in coming years, and particularly to identify whether its efforts should focus more on addressing the needs of out of school students, who may or may not be served well by the formal education system; or focussed on ensuring that students currently in school remain in school. At the same time, the operational space(s) which NRC has to work in, or can work to establish in coming years, must also be considered. **It is recommended that as part of a strategy revision process, NRC consider the rationale for and response in host community education programming, in light of the current operational context, and identification of the needs of those who remain most vulnerable educationally in such settings. A key, core outcome, which sits across the core competency, should unite the response undertaken.**

- One of the key challenges of NRC's holistic approach in its host community education programme has been the breadth of interventions that are now part of it, as over a series of successive years various components have been added to ensure that NRC can maintain a presence in a school throughout a full academic year. To date, they have not been clearly brought together under a clear central outcome which clearly articulates the "NRC way" in host community settings. The addition of these components has also led to the proliferation of outputs and outcomes for each component, each with their own set of monitoring and reporting measures. Articulating this approach in combination with assessing the most critical needs of its target group, and the operational space to intercede, may help to ensure greater cohesiveness, depth and quality of implementation moving forward. **As per the recommendation above and based on the key findings of this evaluation, the notion of supporting Safe, Inclusive Learning environments, might be a core programme objective which ties together the host community (and camp) education response at present. Once this objective is identified, and working with the M&E team, thought needs to be given to how 2-3 different measurement tools might provide the necessary outcome-level data required for all response components which sit under this objective.**

- Scalability, sustainability, and efficiency have been the key drivers for management approaches and decisions regarding NRC's various (non-construction) components in the host community education programme. Specifically, significant focus has been given to producing manuals, toolkits and training approaches that can now be easily scaled up, independent of capacity and expertise present within NRC's education team. While it has helped to reduce the costs per beneficiary of the programme, and helped to support development of multiple new components to NRC's approach in the past 2-3 years, it has also compromised the degree to which school stakeholders appear to have ownership and responsibility over this work, and also reduced the depth and quality of implementation.   It has also reduced opportunities for NRC to ensure the implementation of the various components, though designed for adaptation, are responsive to the needs and issues identified in initial baseline assessments conducted. **It is recommended that the host community education programme management reconsider its approach to implementation in target schools, and assess whether they have necessary and sufficient inputs into the process to ensure quality outcomes. This may require considering taking on a more hands-on approach to implementation, particularly in the first two years, and necessitate increased focus on building the capacity and expertise of the NRC education team to mentor and coach key stakeholders in each school. Thought also needs to be given to a three-year phase out approach where NRC moves from a position of active support, to one where school stakeholders have full control over this process.**

Throughout the report a number of more operational findings and recommendations are presented, and should be considered in combination with the more strategic and global recommendations mentioned above.

Table of Contents

Abbreviations and acronyms

3RP	Regional Refugee and Resilience Plan
ARC	Addressing Root Causes
BLP	Better Learning Programme
CC	Core Competency area
DoE	Directorate of Education
DRC	Danish Refugee Council
ESWG	Education Sector Working Group
EU	European Union
ICLA	Information, Counselling and Legal Assistance
INEE	Interagency Network for Education in Emergencies
JENA	Jordan Education Needs Assessment
JESP	Education Strategic Plan 2018-22 (Jordan)
JOD	Jordanian Dinar
JRP	Jordan Response Plan
KAP	Knowledge, attitudes, practices
LSS	Learning support services
M&E	Monitoring and evaluation
MCH	Maintenance, cleaning and hygiene promotion
MoE	Ministry of Education
MSC	Most Significant Chang
NMFA	Norwegian Ministry of Foreign Affairs
NRC	Norwegian Refugee Council
OOSC	Out of school children
PISA	Programme for International Student Assessment
PTA	Parent-teacher association
SP	Student parliament/council
TIMSS	Trends in International Mathematics and Science Study
UNHCR	United Nations High Commission on Refugees
UNICEF	United Nations Children's Fund
VAF	Vulnerability Assessment Framework
WASH	Water, sanitation and handwashng

Context for this evaluation

This section provides a brief background on the educational situation for Syrian refugees in host communities in Jordan and how it has evolved over time. It also describes NRC's programmatic responses to this changing situation. This then leads to a description of the purpose of this evaluation and the key issues and concerns it sets out to address.

Education in host communities in Jordan

Since the outbreak of conflict in Syria in 2011, over 3 million people have sought safety abroad. As of May 2017, 655,624 Syrian refugees have registered with UNHCR in Jordan.[1] Of the total number of registered refugees, the majority are children and youth with 51% under the age of 18.[2] The vast majority (over 80%) of registered[3] Syrian refugees reside outside of camps in host community settings, predominately in the Northern Governorates and large urban areas like Amman and Irbid. This influx of Syrian refugees into communities throughout Jordan has placed significant strain on an education system which was already struggling to effectively meet the needs and demands of the existing population. Hence, while the Government of Jordan has in place policies to allow for the enrolment of Syrian refugees into host community schools, a lack of sufficient infrastructure and teaching personnel has meant that large number of Syrian refugee students remain out of school. Following the London Conference in 2016, donors and the Government of Jordan agreed to work together to ensure that Syrians and vulnerable Jordanians living in host community settings would have access to improved living conditions and be able to access basic services like health and education. A number of short-term solutions were employed to achieve this including the establishment of additional double-shift schools to accommodate Syrian students in an afternoon second shift, expediting pre-service teacher training and employing additional contractual teachers for the second shift. The intent of these immediate responses was to address *supply-side* barriers which had prevented Syrian students from enrolling in school prior, with the expectation that up to 50,000 more Syrian students would be able to be accommodated within the formal schooling sector. That withstanding, only 126,127 of 212,000 Syrian refugee children (6-17) were enrolled in Jordanian schools in the 2016–2017 academic year,[4] with only an additional 4,255 Syrian students enrolled in the extra second shift schools established for the 2017-8 school year.[5]

The reasons for this are varied, but many are linked to *demand-side* constraints which the aforementioned responses have been unable to address or have inadvertently worsened. The focus on providing access to all Syrian refugees has worsened overcrowding in schools and placed strain on teachers and existing infrastructure. Schools in Jordan which were already suffering from facilities in need of repair or rehabilitation prior to the crisis have faced increasing strain and damage to their existing infrastructure, and WASH facilities are often insufficient to the needs of this increased student population.[6]

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[1] UNHCR 2nd Jan 2018 Syria Regional Refugee Response Interagency Information Sharing Portal
http://data.unhcr.org/syrianrefugees/country.php?id=107

[2] UNHCR 2nd Jan 2018 Syria Regional Refugee Response Interagency Information Sharing Portal
http://data.unhcr.org/syrianrefugees/country.php?id=107

[3] There are many more unregistered Syrian refugees also living in these settings, and lack access to a Ministry of Interior (MOI) card which enables them access to free social services like education and health. According to a 2015 report from RAND Corporation, the Jordanian government put the total number, including non-registered refugees, as high as 1.4 Million.

[4] Jordan Response Plan 2018-2020, p. 19

[5] This figure is based on analysis produced by UNICEF and the Ministry of Education ahead of the Brussels Conference in 2018. One of the key challenges with data on numbers of student in and out of school is that despite there being an operational EMIS, the capacity of the Ministry of Education to quickly analyse these data remains limited and the access of other actors to these data remains a challenge.

[6] See Jordan National Education Strategic Plan 2018-2022 and UNICEF WASH in Schools Assessment 2015

Additionally, educational quality has been seen to have been compromised by the significant influx of students into the system. Children in second-shift school have less contact hours than students in the first-shift. To make up for this, second-shift students are also expected to attend school on Saturdays, but attendance on this extra day remains significantly lower than other days of the week. And, with pre-service teacher training expedited to meet demand, many new teachers in formal schools—particularly in double-shift schools—lack pedagogical skills or experience to be able to effectively address issues arising from overcrowded, disrupted classrooms, children dealing with the effects of trauma, and/or violence and bullying within the school. 21% of boys and 19% of girls report as their reason for dropping out the poor-quality teaching and learning environments they encounter at the moment.[7]

Violence and bullying are also significant issues within the Jordanian education system. 18% of out of school (OOS) boys and 12% of OOS girls report violence in school, either from other students or their teachers, as their reason for dropping out of the formal system.[8] Additionally, harassment and violence by other children on the way to school or just outside schools have caused some Syrian refugee children to drop out of school, or to take longer alternative routes to school.[9] Double shifting, while enabling the Jordanian education system to absorb large number of additional students, has also led to de-facto segregation of the schooling system, with the majority of Syrian students attending double-shift schools (69%), and the majority of Jordanians (82%) attending single-shift schools.[10] This undermines efforts to improve social cohesion and reduce tensions between host community and refugee populations.

Finally, numerous reports highlight the fact that financial constraints keep vulnerable populations, including the Syrian refugee population, out of school or force them to drop out early. Child labour and early marriage are common reasons for adolescent Syrian refugees, in particular, to be out of school.[11] Hidden costs for education, such as transportation fees, have been noted to be a significant barrier for many Syrian households.[12]

At present, both the Government of Jordan and its development partners have signalled the need to integrate humanitarian assistance, resilience-focussed approaches and development into nationally owned and driven plans and priorities. Increasingly, responses to the Syrian refugee crisis in Jordan are integrated within longer-term systems strengthening and reform initiatives across all sectors, including education. This is reflected in the recently released national Education Strategic Plan (ESP) 2018-2022, as well as the most recent Jordan Response Plan (JRP) 2018-2020, which prioritises action in several key areas, including improving access and equity, human resource development, ECCD, and educational quality which are deemed important for the needs of the Syrian population and the system as a whole. Donors who were prior supporting non-government actors and/or directly supporting programmatic responses to the Syrian crisis, are now making significant commitments to financing particularly components of the ESP (an estimated 1.1 Billion USD over the coming three years) and channelling this support through the Ministry of Education. This shift has and will continue to have significant implications in terms of programmatic responses and the operational space(s) in which support to Syrian refugees can be carried out, and has necessitated increasing focus on engagement with and through the formal education system and structures.

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[7] Frequent Monitoring of Syrian Refugee Families with Children in Host Communities: Wave 4 – UNICEF, June 2017
[8] Frequent Monitoring of Syrian Refugee Families with Children in Host Communities: Wave 4 – UNICEF, June 2017
[9] Human Rights Watch (2016) *We are Afraid for their Future Report,* p. 50
[10] Jordan National Education Strategic Plan 2018-2022, p. 9
[11] According to the same UNICEF monitoring exercise noted above, 30% of boys report the need to work/gain income, and 11% of girls report the need to work inside the home as their reasons for dropping out of formal school. Furthermore, Syrian families note early marriage as a reason for girls to drop out of school.
[12] See Footnote 8 and Human Rights Watch (2016) report. According to the UNICEF Wave 4 data from 2017, 7% of OOSC cited education-associated costs, such as transportation for them dropping out of school.

NRC's response

NRC's Jordan country programme was started in August 2012, with the main focus of supporting UNHCR in setting-up and operating Zaatari refugee camp and supporting formal schools in Zaatari. In 2013, NRC launched education and youth programmes for out-of-school children and youth in camps and its first non-camp operation through its Shelter, Information Counselling and Legal Assistance (ICLA) and soon after, a school construction programme in Irbid.[13]

NRC's initial impetus for engagement within host community schools came about from work which the Shelter team was doing in Irbid.   In early 2014, an assessment was carried out to whether it was possible for refugees benefiting from NRC's shelter activities in Irbid to attend schools. If this is not possible, the assessment was also asked to identify what capacities do the schools in the area lack, preventing Syrians from registering and attending educational establishments.[14] Based on visits to 27 schools located within four different directorates of the Ministry of Education in Irbid, alongside with interviews with shelter beneficiaries and their children, the assessment identified a number of key issues:

- Most Syrian students did not have issues with accessing schools, but some chose not to enrol their children because of a preference for non-formal education or due to violence and bullying in schools;
- Overcrowding was a particularly acute concern in single shift schools, and in double shift schools, effects the quality of education because of a lack of classroom capacity and degraded WASH facilities;
- All stakeholders recognised the poorer quality of second shifts because of a lack of pedagogical materials, access to the schools' full facilities, supplies and suitably trained teachers, and believed that single, morning shift schools offered better opportunities for quality education and integration between Syrian and Jordanian students;
- Parental engagement in children's education was identified as an issue and was in part driven by a lack of familiarity by both students and parents of school governance structures.
- Principals and parents suggested that the provision of extra-curricular activities, catch-up classes, sports/recreation activities, additional pedagogical materials and teacher training would better incentivise children to remain in school.

Based on this, the assessment identified scope for NRC to "*support them to increase their capacity to provide quality education to Syrian students.*" By this time there was recognition that the school construction activities, which had already started work in two schools could be significantly expanded and become a programme in its own right.

In 2015, NRC's Education Core Competency expanded into the host community setting with an explicit focus on engaging and supporting formal schools.   The intent was to ensure refugee and non-refugee populations in host communities with significant strain because of the Syrian crisis, had enhanced access to infrastructure and services. Coupling a classroom and WASH unit construction programme in double shifted schools with components that strengthened quality teaching and learning for the second shift in particular, the aim was to leverage on the strong ownership and acceptance of NRC's school construction to then support activities which could improve teaching and learning conditions inside of them.

NRC has focussed on supporting the Government of Jordan in its ambitions to ensure that all Syrian children have the ability to attend school by reducing access related barriers. Specifically, school

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[13] The school construction programme when it first started was not situated within the Education Core Competency, and instead was based in Shelter.   As the programme evolved, and other components were added school construction was brought into the Education Core Competency. Further details on this evolution are discussion in the section on coordination.

[14] See NRC (2014) *Access to education for NRC Shelter beneficiaries in Irbid.*

infrastructure has been expanded and/or refurbished and additional WASH facilities, solar panels, and water storage systems added on site. To ensure these infrastructure improvements are both sustained and effectively utilised, support has also been given raising school stakeholder awareness of the importance of maintaining these facilities and keeping them clean and functioning.

Additionally, and as much as possible, NRC has worked with school principals and DoE officials to consider how to best utilise the increased learning spaces they have at their disposal. The intent is that if school use expanded facilities as intended, overcrowding in these schools will be reduced and increased numbers of students will be able to be enrolled in these schools.

NRC has concurrently worked on strengthening school systems to address some of the endemic weaknesses facing overcrowded school in host communities. Multiple interrelated levels have been targeted under this component, including school personnel—teaching and non-teaching staff—as well as school governance structures and the school environment. NRC has given specific attention to reducing violence and enhancing cooperation and trust between students, students and their teachers, and schools and their community through the introduction of a social cohesion programme which involves all stakeholders through a range of activities within and outside the classroom. Additionally, NRC has also worked to improve the quality of teaching in classroom, again seen as a factor leading to drop out, through the provision of pedagogical aides (i.e. learning materials and resources), and training to teachers on the use of these aides. NRC has also run a remedial learning support programme (summer school) in several host community schools. The summer school intends to support learners who are struggling and provide them with remedial support in the core subjects of Mathematics, Arabic and English; and regular and structured recreational and art/life skills activities, which aim to support child well-being/social-emotional learning and strengthen social cooperation and cohesion amongst the Jordanian and Syrian students attending. Summer school is also an opportunity to engage parents directly in their children's learning, the absence of which is a known factor in early drop out from schooling. It also provides NRC with an opportunity a direct line to enhance the pedagogical skills of some of host community schools' teachers through their involvement in running the classes. Recently, NRC has also shifted more of its efforts from expansion/construction to rehabilitation of failing school infrastructure, to help ensure that students are in protective and dynamic school environments which are conducive to quality teaching and learning, and that foster social cohesion. These interventions are focussed on ensuring that students remain in school, and that learning outcomes are improved.

NRC has also aimed to strengthen the engagement and participation of parents and students in supporting and improving the school learning environment. Specifically, it has worked to activate and/or strengthen existing structures for student and parental participation, namely the student parliaments/councils and parent teacher associations (PTAs). To date, much of this work has been integrated into components of NRC's support, rather than as a standalone activity.[15] In early 2018, however, NRC produced new manuals and training materials for both groups which will be implemented in the 2018-9 academic year.

NRC's education programming in host communities is focussed on supporting the whole school population. Within each component of its programming, beneficiaries are typically the entire student population, barring summer school which has a more targeted number of beneficiaries. Table 1 below provides a summary of the number of schools the programme has worked in from 2015 until present.

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[15] Specifically, the PTA and SPCs have been targeted in the maintenance, clearning and hygiene and social cohesion components. NRC did also work with these two groups as a standalone component in 2016-7, but at that time used MoE materials and staff for training which was deemed to be ineffective and of low quality. In 2017-8, no explicit training was done with these groups while NRC's own materials were being prepared.

Implementation (# schools)	2015-2016	2016-2017	2017-2018	2018-2019
Strengthening school infrastructure				
School expansion	2	5	4	1
School rehabilitation			6	9
Renewable energy/water conservation		23/5	0/4	8/1
Maintenance, cleaning, and hygiene		5	11	17
Strengthening school systems				
Pedagogical aids	2	5	6	6
Summer school	2	5	5	9
Social cohesion activities			11	17

Table 1: Number of target schools for host community education programming 2015-2018[16]

Evaluation purpose

In light of this evolving situation, the purpose of this evaluation is two-fold. One is to look back and assess how NRC has improved access and learning outcomes for vulnerable students in host community schools in Jordan. The other major aim of this evaluation is to support organisational learning by assessing opportunities and possibilities moving forward.   In particular, it was commissioned to ensure that NRC's response in the coming years remains relevant to the needs of its beneficiaries, fit for a changing institutional context, and effective in terms of ensuring students' long-term access to quality education.

One key domain explored in this evaluation is that of impact—of each component, and of the programme as a whole on targeted host community schools and beneficiaries. Specifically, the impact of infrastructure-related improvements as both a supply and demand-side response, was assessed through a range of approaches discussed in the next chapter. Alongside this, the impact of the other programme inputs, ranging from Summer School to the maintenance and hygiene awareness raising activities was also assessed from the standpoint of immediate and long-term outcomes. The sustainability and capacity for NRC to scale up these impacts is also assessed. The evaluation also gives close attention to the issue of relevance and appropriateness of the programme response to the needs of its targeted primary beneficiaries, namely vulnerable Syrian and Jordanian students already within or hoping to access the formal schooling system.   Questions of relevance and appropriateness extend as well to the NRC's 'added value' and contributions to current international and nationally specified priorities for the education of Syrian refugees.[17] Process related concerns related to the efficiency and coordination of the programme are also explored in this evaluation. Explorations of efficiency extend beyond a simple exploration of cost per beneficiary to assess whether the current programme approach and design works as effectively as it could to meet the identified needs of beneficiaries. A key consideration within this is the degree

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[16] These numbers are taken from a presentation by NRC at a donor breakfast hosted at the Royal Norwegian Embassy in August 2017.
[17] This includes the London Compact (2016), National Education Strategic Plan 2018-2022 and the Jordan Response Plan 2018-2020 as well as consideration of current priorities and pledges made by the international community to supporting the government of Jordan in its efforts to ensure access to quality education for Syrian refugees residing in Jordan, and to building the resilience of the education system as a whole.

to which efficiency and effectiveness of efforts is supported or hindered through existing staff capacities and mechanisms of coordination within and outside of NRC.

Finally, with a firm eye on looking ahead, the evaluation aims to provide an assessment of whether and how NRC's education programming in host community settings can better support the aim of improving access to formal education (for those out of school) and keeping them in formal school once there (for those already enrolled). Part of this includes considering what impacts NRC's education programming has direct and indirect contributions to, and the capacity of its existing and future M&E processes to capture such effects.

Structure of presenting the findings

Following a brief discussion of the methodology in the next section, the remainder of the report focusses on presenting key findings from the evaluation. A complexity encountered in the write up of this evaluation was the best approach to presenting the findings. In the end, a decision was made to provide evidence against impact, appropriateness/ relevance, and sustainability of each component rather than the programme as a whole—largely out of recognition of the way the programme has evolved, as a series of discrete activities that have been gradually added to over time. The key activities explored in the findings cover NRC's school construction, expansion and rehabilitation work; its maintenance, hygiene, and cleaning promotion programme; its support to improving teaching and learning through remedial education through successive summer school programmes for students and the provision of pedagogical aides and training to teachers; and its social cohesion component focussed on reducing violence and bullying in schools. Within these discussion, the ways in which NRC has worked to strengthened school stakeholder engagement—particularly that of the PTA and the student parliament—is also explored.

The evaluation then moves to assess the way in which the programme has been managed in regards to efficiency and coordination, both within NRC and with external stakeholders. The evaluation then concludes by assessing the added value of NRC's engagement with the formal education system in host communities, and ways that it might be strengthened moving forward. Key lessons and recommendations at a programmatic and strategic level are also specified here, though many are also noted in summary sections for each component of NRC's education programming in host community.

Methodology

The evaluation was carried out in early 2018. An inception period, to review existing programme documentation and identify gaps in data, was followed by two weeks in Jordan in April. During that time, key stakeholders within and outside of NRC were interviewed, Most Significant Change (MSC) stories collected, a walk-through of each facility visited conducted, and workshops and discussions with NRC team members held. Below is a brief description of the methodologies employed in this evaluation, including a description of how data was collected and analysed from these approaches.

Key stakeholder interviews

Key stakeholder interviews occurred with individuals within NRC and external to NRC to: (1) contextualising the relevance/appropriateness of NRC's education response in host communities, (2) understand the comparative advantage of its support to that of other actors working in this setting; (3) assess the perceived effectiveness (and possible challenges) of NRC's approach within the current educational context; and (4) identify how NRC's activities might be sustained and leveraged on moving forward. A semi-structured interview guide for internal and external stakeholders was developed and is appended to this report. A total of 8 individuals within the Country Management Group or managers/coordinators within the Education Core Competency, and 9 representatives from partners external to NRC[18] were interviewed, with further details included in the appendices. Additionally, in each learning centre, interviews were held in each setting with school counsellors and principals. The aim of these interviews was to elicit more information on their understanding of the relevance and added value of NRC's education programming at present, and ideas of ways it might be improved or refined for the future. In total 3 school principals, and 4 school counsellors were interviewed.

Desk review of existing documentation

A number of documents were provided by the NRC Jordan Education team and reviewed as part of the evaluation. This documentation included curriculum materials, training manuals and toolkits used for various components of the programme, a design manual for the school construction component, several internal and funding proposals with associated progress and final reporting. This documentation provided a wealth of information on the intent, design, and implementation of the education programming, both historically and at present, and where appropriate is included in this evaluation as either background or evidence.

Additional quantitative analysis

In the inception phase of the study, it became evident that the programme has and continues to collect a significant amount of monitoring data for each component of the host community education programme. While outcome-level indicators have been analysed and reported to project funders, it was agreed that more could and should be done with these data as part of the evaluation. These measures were further disaggregated by gender, age groups, and nationality for direct beneficiaries on some components of the project**.** Additionally, differences in outcomes between schools was also explored for some of these data.   To understand the extent to which social cohesion, bullying and violence are concerns in target schools at present, analysis of the baseline social cohesion survey data collected from students in March 2018 was analysed.[19]

It was also agreed that as part of this evaluation, the impact of the summer school programme on student achievement in the formal school setting would be analysed for all students who were nominated for or completed it in the summer of 2017.   As part of this, marks from mid-year school reporting of all students was sought for January 2017 (six months prior to start of the intervention)

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[18] This included one individual from the Norwegian Ministry of Foreign Affairs (NMFA), two individuals from UNICEF Jordan, four individuals from the Ministry of Education, and two individuals from the Middle Eastern Children's Initiative (MECI).

[19] Data was also collected from teachers, but in the majority of cases was administered after they had already participated in the initial training sessions.   In discussion with the M&E team, it was agreed that the timing at which the survey was administered did not make it a reliable baseline measure.

and January 2018 (four months following the start of intervention).   The intent was to identify if students' year on year academic marks had improved or not following their participation in summer school. The students who were nominated for, but did not end up enrolling in summer school, were treated as a natural control group.   Complete data was available for between 368-395 students who were enrolled in summer school and 159-165 students who were nominated for but did not enrol in summer school.[20]   The academic performance of students who were participants in the 2017 summer school were further disaggregated by gender, age, and nationality to identify if any differences were apparent in trajectories of performance.

Key limitations with these data, and the analysis conducted and carried out, are noted in footnotes throughout the findings chapters.

Most Significant Change (MSC) Stories

MSC was used to collect stories of change from a range of direct and indirect beneficiaries who have been part of NRC's education programming in the camps to date. MSC is a collaborative, qualitative evaluation method that has gained significant attention within international development circles in the past decade.[21] It provides information that can be used to identify impacts of an initiative and promote programme learning (such as improving implementation, as well as identifying and addressing negative or unexpected outcomes). In MSC, participants of an initiative, as well as those responsible for managing and implementing such activity, are asked in an interview to identify at least three positive or negative changes, from their perspective, that are the result of the initiative in question. From this, each individual selects the one change that they believe is most significant to them, and the interviewee documents a narrative story of this change, documenting what things were like prior to the change, the change itself, and what things are like after the change. The interviewee also documents why this change is significant to the narrator, and the narrator also provides a short title for the story.[22]

In the case of this evaluation, stories of change were collected from those who are current beneficiaries of NRC's support.   While the majority were children who were direct beneficiaries of NRC's support in their schools, caregivers of students who moved to the school following school expansion activities and/or whom were members of the WASH committee, as well as teachers, the school principal and school counsellors also had stories of change collected from them at each site.[23] As a result, a total of 85 stories of change were collected, from 51 students, 2 school principals, 3 school counsellors, 11 teachers, and 18 parents. Stories were collected by the external evaluator (using translation assistance), and three additional members of the NRC education team who were trained on the MSC methodology at the outset.

Findings/sense-making workshops

At the conclusion of the evaluation visit, two separate workshops were held. The first workshop was for select members of the Education Core Competency team in Jordan to review all the MSC stories collected, and to select two stories that best reflect NRC's education programming in host community settings to date. The deliberations, as well as the final stories selected helped to inform aspects of this evaluation, particularly an understanding of what NRC Jordan believes are the most

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[20] The reason for the variance in numbers is because the number of students who had scores in each subject for both time points varied.
[21] See Davies, R. and Dart, J. (2005). The 'Most Significant Change' (MSC) Technique. A Guide to Its Use. www.mande.co.uk/docs/MSCGuide.pdf; or Shah, R. (2014). Assessing the 'true impact' of development assistance in the Gaza Strip and Tokelau: 'Most Significant Change' as an evaluation technique. *Asia Pacific Viewpoint, 55* (3), 262-276.

[22] An MSC interview guide for adult interviewees is provided in this report.

[23] A sampling framework for MSC story collection, and the number of individuals against a range of different categories was sent to NRC during the inception phase. Student beneficiary groups were disaggregated by gender, age, and activities of which he/she was a participant (see appended inception report for full breakdown). NRC, in consultation with the evaluator, then recruited individuals in line with this criterion. The total number of expected stories to be collected ended up slightly less than anticipated (99), and in some categories there was over and under sampling due to individuals not being available at the time of the interviews and being replaced by others.

important aspects of what its programme does or should do. Some of the points raised from these deliberations, particularly the lessons learned and reflections about particular stories are included, as relevant, in the findings section.

Following on this, a presentation of key data and emergent conclusions were presented to NRC Jordan senior management at the conclusion of fieldwork. Time was afforded within this to discuss and debate the conclusions reached, and for those gathered to identify the possible implications of these conclusions in terms of ways forward. These perspectives helped to inform the final conclusions and recommendations included in this evaluation.

School expansion and rehabilitation activities

This chapter explores the impact and relevance of NRC's school construction and rehabilitation component. As part of this, the appropriateness of the approach to selecting schools for this support and the other components which follow subsequently is examined.   This chapter also discusses the potential for sustainability of the expansion and rehabilitation activities conducted, based on what has been observed by both NRC (and reported internally) and the external evaluator during site visits.

Assessing need and targeting schools for NRC intervention

In 2015, NRC received funding from NMFA to commence school expansion activities in Irbid governate, and within this, the Greater Irbid, Bana Obeid and Ramtha districts.[24] NRC chose to target districts and schools where: (a) the highest numbers of Syrian students were located; (b) high levels of educational vulnerability existed as signalled through UNHCR VAF data; and (c) locations where a lack of sufficient space in schools was keeping students out of school or forcing them to travel large distances to school.

In scoping and identifying target school within these districts in 2015, NRC consulted initially with each of the Directorates of Education (DoEs) and asked them to provide a list of schools they thought would benefit from NRC's support.   The construction team then went out to visit all schools nominated to conduct an initial assessment and collect information about: (a) the proportion of refugee students; (b) the total number of students in the school; (c) whether students were rejected or not in the year prior due to a lack of sufficient capacity; (d) the average number of students in the classroom; (e) classroom area available per student.   A scoring criterion was applied against each of these dimensions with preferences given to schools with demonstrable overcrowding, sizeable refugee populations; and less than optimal classroom areas per student.   These scores were considered alongside other factors such as whether the school:

(a) Has space within the school compound to construct additional classrooms;
(b) Is able to accommodate construction works during the school year with minimal intrusion to the instructional programme;
(c) Allows refugee students to enrol;
(d) Is operating in facilities owned by the MoE (i.e. non-rented facilities); and
(e) Already has other actors involved or planning in being involved in construction works at the site.

As much as possible, the data gathered through these visits is triangulated with other information available through other NRC programmes (ICLA, shelter, livelihoods) working in Irbid or with external partners before prioritising target sites and proposing these to the Ministry.   At the time when decisions on target locations and schools were finalised in 2015-6, however, the ability of NRC to draw on specific internal and external data and analysis about the levels of educational vulnerability and the numbers and reasons for children being out of school at each potential target location were limited. UNHCR was asked on several occasions to share village level educational vulnerability data from the VAF, but this proved unsuccessful despite numerous attempts by the programme team. Additionally, the school construction team also aimed to verify information on the numbers of Syrian refugees living in particular villages with the NRC ICLA team, but sufficient data was not available at that time.   In the end, NRC's preferences had to be made based on conversations with the DoE and USAID (who was involved in school construction activities in these districts at that time) and general VAF data which was publicly available from the UNHCR website, along with NRC's own internal assessments.

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[24] At that time, NRC Jordan was already active in Irbid governate in other core competency areas. In 2014, a Shelter team assessment had identified that many of its beneficiaries were not able to enrol in formal education because of a lack of space (particularly in single shift schools), or that the quality of education was unduly compromised because of overcrowding and insufficient educational facilities.   See NRC (2014) *Access to education for shelter beneficiaries in Irbid.*

In all cases, however, it is the Ministry of Education who had made and continues to make the final decisions on school which NRC supports.   This is necessary to ensure that locations selected for expansion and/or rehabilitation are in line with their priorities and do not duplicate other current or planned efforts of the Ministry or other actors.

As time has gone on, the process for assessing and identifying future sites for NRC's school expansion activities has also evolved. In 2016 when a further tranche of schools was to be selected, a committee comprised of the Head of Operations, Education Specialist and Head of Programmes began reviewing the assessments produced for each school visited, and the justification for its selection/exclusion, before going back to the Ministry of Education on NRC's preferred target schools in the same three districts as prior.   The programme has also developed a *Methodology manual for school expansion and rehabilitation*, written by the HC Education PM and PC for School Construction in December 2017, and later reviewed by NRC's global Shelter Advisor.   In this manual, the approach that has evolved within NRC Jordan's programming were documented, considering lessons learned, with the intent that the approach might also inform NRC education programmes regionally and globally which also include school expansion and/or rehabilitation.

In late 2017/early 2018, and in light of NRC's desire to expand host community education programming to other parts of Irbid governate, and Amman and Mafraq in line with two broader internal needs assessments carried out earlier, assessments were carried out in several districts of Amman and in the Ramtha district of Irbid to identify the feasibility of supporting school expansion in these areas.   These assessments concluded that in most instances, NRC's capacity to meaningfully improve access to education for Syrian refugee populations and/or reduce overcrowding through school expansion works is limited by a number of factors.[25] To date, and in light of decreasing availability of funding for the host community education programming, NRC has shifted its construction activities towards the rehabilitation of existing infrastructure.

Rehabilitation, in first instance has prioritised supporting schools where NRC has already supported the construction of new buildings and facilities. The premise behind this has been to improve the quality of the education facility as a whole and ensure that discrepancies in conditions between old and new buildings are reduced.   In the most recent assessments undertaken, however, several new schools whom NRC has not previously undertaken expansion activities in were also identified and selected.   These new schools were chosen based on the fact that they were identified as having high maintenance needs, and with sizeable numbers of Syrian students enrolled.   At the same time, selection of schools for rehabilitation also considers the degree to which any activities it undertakes in this regards might be sustainable. For example, schools that are assessed as significantly overcrowded, or where existing facilities appear to be poorly maintained, may be viewed less favourably by NRC in the final selection process, than schools where these issues are not prevalent.[26] To date, the construction component—whether it be expansion, rehabilitation, or both—remains the entry point for NRC's engagement with particular host community schools. The logic of this approach has been that providing support to issues that are seen as schools' immediate needs— whether they be overcrowding and/or the poor condition or lack of sufficient facilities—serves as an

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[25] For example, the school construction team carried out an assessment of need for expansion in Amman in the latter half of 2017. This assessment of 21 schools in three different districts of Amman identified that no schools met the criteria for expansion based on the factors already described, but largely because there was not sufficient space to expand on the existing sites or structural unsafe existing buildings. Many of the schools, however, were identified as needing support for rehabilitation and the educational components of NRC's intervention.   Additionally, in early 2018, NRC assessed the possibilities of supporting school expansion activities in Ramtha, another district of Irbid governate where more recently available ICLA data suggested it being a district with a high numbers of out of school children, with insufficient space being a key factor behind this situation.   Despite there being a need, NRC's ability to support school expansion, however, provided to be limited for a number of reasons including many of the schools operating in rented facilities, schools lacking space for expansion and the planned expansion activities of other key donors, including USAID in that district.

[26] The reason why overcrowded schools might not be prioritised for rehabilitation, is because rehabilitation on its own, "…would not address the cause of the dilapidated state of the school". NRC (2017) *Methodology Manual for School Expansion and Rehabilitation in Jordan,* p. 29.

entry point for NRC's subsequent education-focussed programming.   Nonetheless, NRC has added into the assessment process for selection of schools for rehabilitation and/or expansion an indication of: (a) school and WASH block cleanliness, (b) incidences of bullying and violence, and (c) child-friendliness/school environment.   While scored on a scale of 1 (worst) to 5 (best) it is unclear on what basis such assessments are made.

On the whole, NRC's historical approach to identifying, assessing, and finalising schools to be targeted for school expansion/rehabilitation activities, appears to be well aligned with NRC's own programme policy and international best practice when it comes to such endeavours. Specifically, the NRC programme policy makes clear that all of its responses should be coordinated, evidence-based and conflict-sensitive, approaches which are particularly important when it comes to school expansion/rehabilitation activities according to international guidance.[27] When it comes to the selection and assessment process, NRC has worked in close cooperation with the DoE and MoE, other partners, and potential target schools, and utilised a range of evidence to make a judgement about where needs are greatest and where its impacts might be most durable and sustainable. Additionally, while giving attention to the particular needs of the Syrian refugee population and the issues which a lack of space and overcrowding creates for this population, NRC has also considered the broader context in which these schools are located—namely host community settings where tensions and appearances of international donors caring more for Syrian refugees than vulnerable Jordanian populations exist—and worked to address beneficiary and local community/system needs. That noted, at present, there is a need to draw on further data to make and/or verify its selection of areas of need for expansion/rehabilitation work. There is also a need to reconsider NRC's broader approach to assessing and identifying the needs of schools, and in particular the primacy it has given until now to the feasibility of construction or rehabilitation activities.

On the former point, NRC now appears to have greater access to the latest round of VAF data from UNHCR as a trusted partner.   Along with greater M&E support and capacity, the programme team has significantly more ability to utilise education-specific items and general vulnerability indices within the VAF as part of its assessment process.   Additionally, NRC's ICLA's database has grown substantially and provides another sources of data on the numbers of out of school children per district and the reasons these children are out of school, factors that should also be included in its needs assessment process. Exploring these data, in combination with consideration of the strategic objectives for this component of NRC's education programming, may also lead to NRC deciding to work in other governates or districts, in consideration of where needs are greatest and operation space to effect change most feasible.[28]

Additionally, NRC may need to reconsider its approach to assessing and targeting host community schools. As the programme moves to operate under the umbrella of "Safe and Inclusive Schools" with a focus on quality, protective educational experiences for learners, the primacy currently given to construction activities needs to change. A more suitable entry point for working in schools might be assessing the overall current school climate and conditions and then determining which components need greatest attention—whether they be the condition or sufficiency of existing school infrastructure, parent or student engagement, poor teaching and learning contexts, issues of violence/bullying, or the maintenance of school facilities. This is an approach utilised by UNICEF as part of the assessment stage of its Child Friendly Schools, and where data on such issues is collected from students, parents, and school officials in a more robust way.[29]   While conducting these

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[27] See UNESCO-IIEP (2010). *Guidebook for planning education in emergencies and reconconstruction,* pp. 129-159.

[28] For example, the focus of school expansion activities might be on creating space for OOSC learners to return to school, facilitating opportunities for learners to attend schools in closer proximity to their homes, and/or reduce the financial burden of education costs incurred through private school fees and/or transport costs. Each of these key objectives necessitates looking at the data available and assessing levels of need in a different way. Similarly, for school expansion effo

[29] See the Conditions for Learning Survey which has been used by UNICEF as part of its global child friendly schools approach.

assessments at the outset is likely to take more time on one hand, it will also help ensure that NRC is able to assess, identify and ideally support schools and learners where rehabilitation and/or expansion may not be feasible, but other activities needed and possible to implement.

Impact and relevance of school expansion activities

By the start of the 2017-8 school year, NRC had managed to expand five schools in Irbid district.[30] Of these 5 schools, 3 were double shift schools located in Irbid city, and were at maximum capacity and refusing to enrol additional students. 2 schools selected were in villages west of Irbid which were significantly overcrowded. In all cases, the primary goal of NRC's school expansion activities, as specified in its final report to NMFA, was to ensure that refugee children have increased access to quality education infrastructure. The expectation was that having an increased number of classrooms would allow the large number of Syrian students on the waiting list to enrol in the schools where this was not currently possible; and for those schools already overcrowded, improve the learning conditions in these schools while also creating some additional space for new enrolments. This section explores whether and how this has occurred, as well as other unexpected outcomes from NRC's school expansion activities.

Increasing access

NRC identified that as a result of the expansion undertaken, a total of 972 new enrolments across the five schools occurred which otherwise may not have for the 2017-8 school year.[31] 702 of these students were surveyed as to where they were prior to moving schools.[32] As Figure 1 indicates over half of the students were in school and transferred from other public schools (57.2%), while the remainder (40.8%) transferred from private schools. While NRC had not collected data from students and parents on the reasons they move schools, the evaluation explored this through interviews with parents of children who had enrolled in the school after the expansion as well as in the interview with the principal.

What these interviews revealed is that students who had been in private education prior were often there because their families were not happy with options their children were given by the DoE as alternatives to their local/preferred school—with them either being too far away or perceived to be lacking in quality. Some parents also described how overcrowding as well as the previously poor state of the school's infrastructure had led to them pulling their children out of the school, and enrolling them in a private school instead.

After the expansion activities, these same households decided to enrol their child in the school, either because they were contacted by the school/principal and told there was space, or because they inquired themselves. Many parents also expressed dissatisfaction with the private schools they had sent their children to, and felt that with the improvements in infrastructure, their child was now receiving a better education at the expanded school. While not discussed explicitly by parents, there is also an observed trend occurring nationally of students returning to public schools from the private

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[30] Under the initial NMFA proposal, NRC had planned on expansion activities and WASH block construction in eight schools. This was later reduced to five because of significant losses in the exchange rate as well as "expensive design adaptions required by the MoE," according to the final report for the grant. Two of the five WASH blocks constructed were also supported by a separate UNICEF grant.

[31] This is based on calculating the student roll for the school in the 2016/7 school year and comparing it to the student roll in the 2017/8 school year, under the premise that all schools were at full capacity prior to the expansion activities and hence any growth in the school roll above and beyond the 2016/7 school year is directly attributable to the school expansion. This premise was verified in both the initial assessments, and at the time of conducting the follow up survey described. Principals all described having a waitlist for their schools prior to the expansion because of being at full capacity.

[32] These are the students who enrolled for reasons other than being in the first grade, or because they had to move schools because their old school only went up to a certain grade.

system, as austerity measures imposed by the government are placing increased financial pressure on households, and reduce their ability to afford tuition.[33]

Meanwhile, students who moved from other public schools, often did so because the expanded school was located closer to their home and seen to be part of the community (see the story *No Title B*) or because it had a "better reputation" than their previous school. Often, parents described quality in terms of the infrastructure, and believed that improved infrastructure also equated with improved learning experiences for their children.[34]

Very few of the students had been out of the formal school system prior, suggesting that the expansion activities alone had little impact on improving access for out of school children. That noted, for children who have dropped out of school, the primary reasons for this do not have to deal with supply side issues, such as a lack of sufficient space, but rather are primarily related to demand-side or push-out factors from education, such as negative experiences of schooling once enrolled (i.e. poor-quality teaching and learning and/or violence from teachers or peers) or the opportunity or direct financial costs of attending school versus working.   And for children out of school, who have never been in school, the majority have never attempted to enrol in public school, suggesting a lack of demand or perceived relevance for education as currently provisioned.[35]
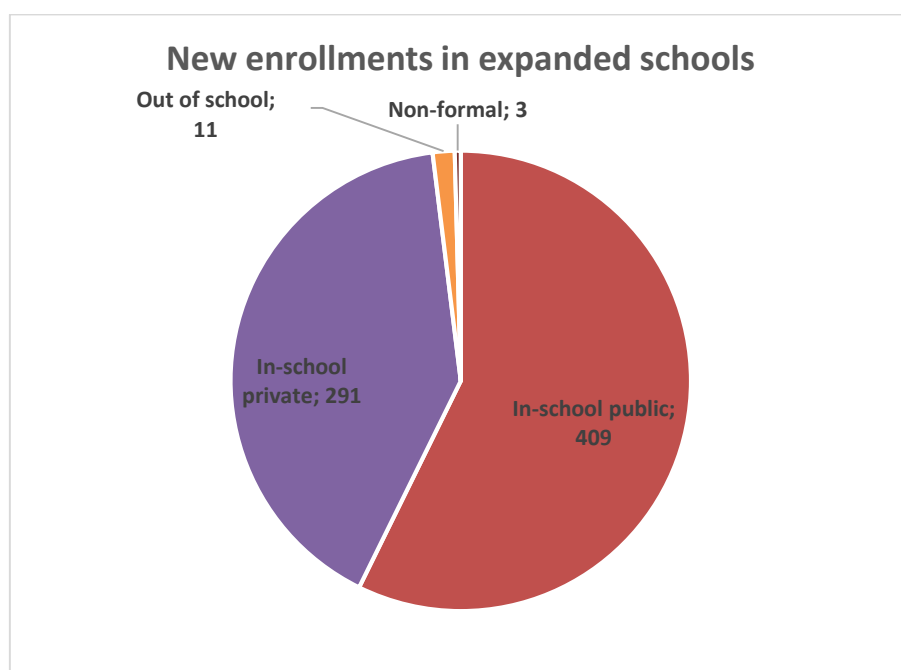

Figure 1: Status of newly enrolled students in expanded facilities for 2017-8 school year

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[33] This information is anectodal and based on information the NRC Education team has received from the MoE. Individuals spoken to in the MoE by NRC discussed that in the last couple years, everse migration' and say that they have taken approx 40,000 children back into the public system in the past 2-3 years and are expecting it to rise to 67,000. This reverses earlier trends noted in the 2016 Human Resource Development strategy which discusses private schools experiencing 6-10% growth in rolls per year following the influx of Syrian refugees into the system.

[34] This is a point also specified in the Government of Jordan's (2016) strategy for human resource development titled *Education for Prosperity: Delivering for Results.* Citing a 2012 PISA assessment, prior to the influx of Syrian refugees, it was noted (p. 107) that: "Almost half of MoE schools (45%) struggle with insufficient instructional space compared to only a quarter of private schools. Only 4% of private schools report shortages in library materials to 'some' or 'a lot' of extent compared to a third of MoE schools. More than half of MoE schools (55%) also face great shortages in buildings and school grounds (compared to 33% of private schools), 40% lack science lab equipment (compared to 29% of private schools), and 63% struggle with inadequate heating/cooling and lighting (compared to 41% of private schools)." The Syrian refugee crisis has only compounded these issues more, according to principals spoken to.

[35] See UNICEF (2017) *Frequent Monitoring of Syrian refugee families with children in host communities (Wave 4, June 2017).*

Table 2 provides data on the percentage change in enrolments at the five schools supported, comparing total enrolment numbers of both Syrian and Jordanian students prior to the completion of the expansion activities and after in morning and afternoon shifts (where applicable). Out of a total of 972 new enrolments that are attributable to the expansion of facilities in the five schools, just over half (499) of the students were Syrian, with the remaining being Jordanian students (473).[36]

School	Comparison of 2016-7 to 2017-8 enrolments					
	Overall		Morning shift		Afternoon shift	
	Jordanian	Syrian	Jordanian	Syrian	Jordanian	Syrian
Halholee	19%	10%	20%	-5%	-100%	10%
Jumana	23%	62%	22%	1272%	500%	5%
Rufaida	19%	16%	19%	0%	100%	16%
Dogara	10%	72%	10%	72%	0%	0%
Soom	7%	48%	7%	48%	0%	0%
Overall	**16%**	**24%**	**16%**	**230%**	**200%**	**11%**

Table 2: Relative % changes in school enrolments in expanded schools

In the two single shift schools—Dogara and Soom—school expansion has facilitated improved access of Syrian students to the school with an additional 46 students enrolled between these two schools. Additionally, in one of the double shift schools, Jumana, 229 new Syrian students were able to enrol in the morning shift, and 20 in the afternoon shift as a result of the expansion. It was the only double shift school where it appeared that following expansion, there was greater balance between Syrian and Jordanian students in the morning shift. For the other two double shift schools, the expansion activities have increased enrolments, but also reduced potential for building social cohesion between Syrian and Jordanian students.[37] Expansion has allowed schools and/or DoE to enforce an unofficial policy which gives Jordanian students preferred access to the first shift, where teachers are generally better qualified and the instructional day longer, while also increasing space for Syrian students in the second shift. [38] Additionally, both of these schools—Rufaida and Halholee—have appeared to enrol greater numbers of Jordanian students than Syrian students as a result of the expansion.

Reducing costs and travel time

While not an implicit part of NRC's logic of intervention, it is also recognised that on the demand-side, both the costs and protection risks (i.e. bullying and harassment) associated with travelling long distances to school can be prohibitive, particularly for the most economically vulnerable Syrian households.[39] For the 702 new students whose families made a decision to move them from another school, NRC surveyed them in late 2017 to identify if travel times and costs associated with reaching school had in fact been reduced as a result of its expansion activities. The survey identified that

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[36] Discussion about from where, for what reasons, and how new students went about enrolling in the expanded schools is discussed in depth in the section on relevance.

[37] The contextualised INEE Minimum Standards for Jordan argue that, "in some double-shift schools Syrian refugee students attend separate shifts from children from the host communities, which may be an advantage in that it allows them to actually enrol, though at the same time it may lead to limited social cohesion stemming from less interaction and understanding of others," which is what has increasingly occurred in both of the double shift schools NRC has targeted (p. 43).

[38] This approach was specified as national policy in meetings with the heads/assistant heads of each of the DoEs where NRC has supported expansion in Irbid governate, but is not actually a policy per se, but rather a local interpretation of how double shift schools should be managed. This has led in Rufaida School to 172 Jordanian students enrolling in the morning shift, but no additional Syrian students; while in the afternoon shift, 1 additional Jordanian student and 124 additional Syrian students enrolled. In Halholee School, the expansion has seen 158 new Jordanian students enrol in the morning shift, including two who have moved from the afternoon shift, while the afternoon shift has had 81 new Syrian enrolments, including one student who moved from the morning shift.

[39] See for example, UNHCR/UNICEF (2017), *A Promise of Tomorrow* which identifies that the inability to pay for transport costs to reach school as the reason for 33% of children to be out of schools.
https://reliefweb.int/sites/reliefweb.int/files/resources/ODIUNICEFUNHCRCTreportfinalHR71117.pdf, pg. 17

many more students, who had previously needed to travel to school using public transport or by private car, were now able to reach school by foot (see Figure 2 below).
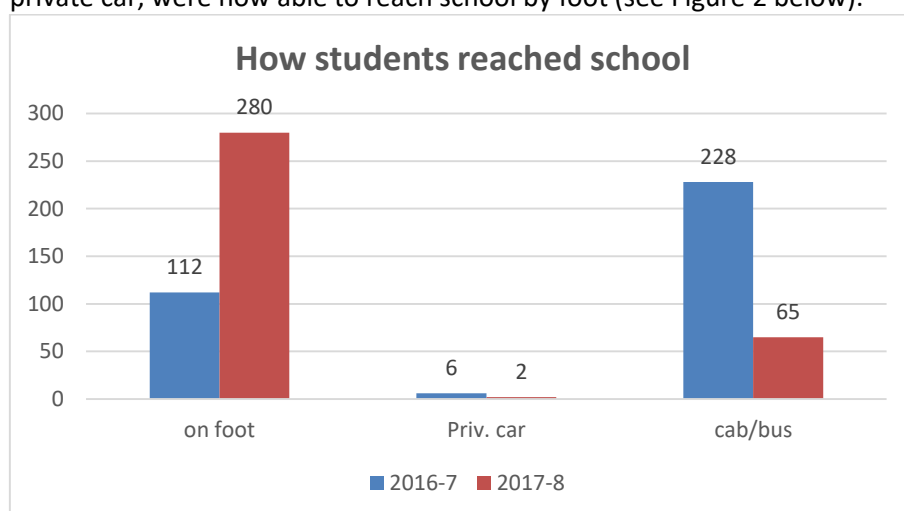

Figure 2: Means of transport to school for students who moved to expanded facilities

The benefit for the newly enrolled students and families was that they were now attending their local school, rather than one outside of their community, and saw walking to/from school as saving time and money for both the child and their families, and also improving their safety. The same survey also identified that whereas before students were travelling for an average of 17 minutes to and from school each day prior to moving either on foot or by motorised transport, they were now travelling on average for 10 minutes to and from school each day. Stories like the one below suggests why this was important to beneficiaries.

> **No title B (Parent, Syrian)**
> It has been 6 years since I arrived in Jordan with my family. When we first arrived, we lived in another village. There I had to register my children in two different schools because there was not enough space in one school for both of them at first. Then we moved to this village two years ago. When we moved I tried to register my children in this school, but it was a full capacity. So, my children stayed at their old school and would walk from one village to another. It was a long distance for my children to walk. Then NRC came and constructed a new building at our school and also rehabilitated the old classrooms. Finally, space opened up in the school and I managed to get my children into the school. I'm happy to have my kids going to school close to their house. The only issue now is that I cannot get a lot of feedback on my children because I am a Syrian parent and it's difficult for me to make good relations with the teachers.

Additionally, a school counsellor discussed how prior, many Syrian students faced journeys of up to two hours to return home from school by car each day. This was because taxi drivers wanted to maximise profits and would agree to transport students from different parts of Irbid in a single car. This meant that the student who was dropped off last would spend significant time in the taxi before she reached home, which for some families raised concerns about their safety and security. The economic impact of saving on transport fees and for many, private school fees, was also fairly significant given that the Syrian households who moved schools, are quite vulnerable.[40] The same

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[40] For the Syrian households, this was explored in the context of this evaluation by taking individual ID and MOI card numbers and converting them into UNHCR Case Numbers (for most students) by searching for them on RAIS. For 39 of the students, coming from 21 distinct households, VAF scores were able to be found. 20 of the households had a VAF welfare score of 3 indicating they were highly vulnerable, and 1 household had a welfare score of 4 suggesting they were extremely vulnerable. For the Jordanian households, no comparable data is available which is unfortunate given that they represent the majority of the students moving from private school settings where cost savings would be significant.

survey identified that the average household saved about 120 JOD in transport costs by moving schools, with those households whose children now walking to school saving the more money than that.   For families sending their children to private school and moving them to the expanded school, the savings are even more significant, with the average household saving about 670 JOD in school fees annually.   These savings are particularly important for Syrian refugee households where the majority have average monthly incomes of 100 and 300 JOD[41], and where economic costs of schooling remain one of the biggest factors which push their children out of education.[42] The benefits of such savings, were also were raised in three separate MSC stories, one of which is featured below.

> **My lovely school (Male, 10, Syrian)**
>
> Two years ago, I was registered in a private school. But the school fees were very expensive and my parents tried hard to move me to this public school because the financial situation in my family is very bad. At that time, unfortunately, the school principal said that the school was already too crowded and that there was no space for me to join. This meant I remained in the private school, as I had nowhere else to go. I felt guilty my parents had to pay money to keep me in school. Last year, though, my father and I revisited this school and noticed the new building.   So, my father went to the principal again to ask about the expansion and the possibility of me enrolling at the start of the school year. The principal agreed.   My family and I feel fortunate that I am able to come to this school now because it has reduced the financial load for my family. It makes us feel more loyal to this country, recognising everything they have done for us.   Because of this, and the fact that I want to keep my school new, clean, and beautiful, I have participated in all activities related to this aim.

Improving quality by reducing overcrowding

An additional aim of NRC's school expansion efforts was to reduce overcrowding in both single (Dogara and Soom) and double-shift (Halholee, Jamana and Rufaida) schools.
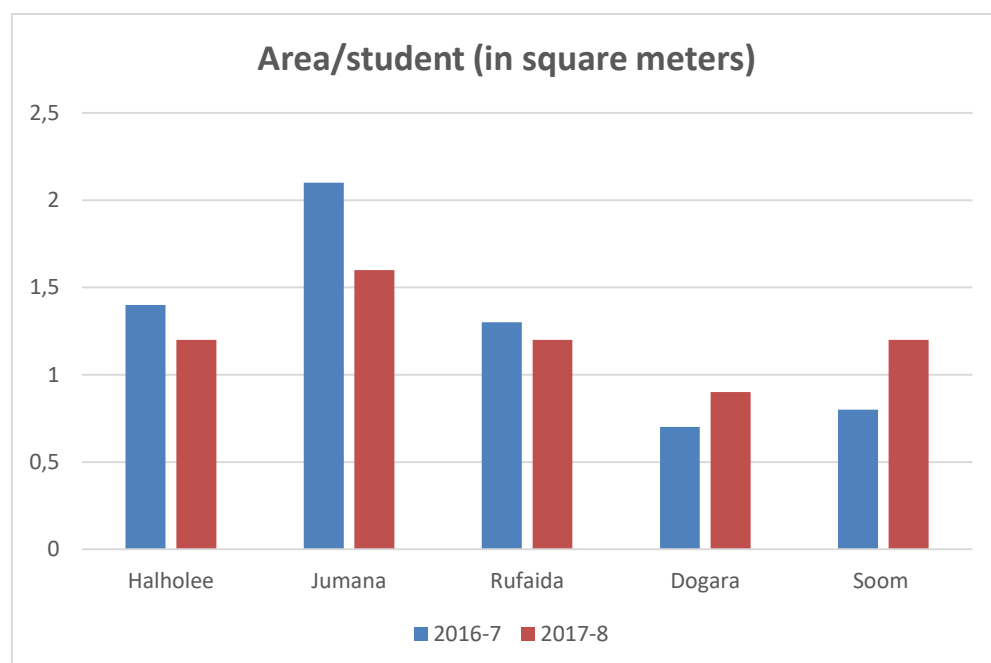

Figure 3: Area per square meter per student in targeted schools before and after completion of construction activities
Figure 3 Figure 3: Area per square meter per student in targeted schools before and after completion of construction activities

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[41] UNHCR/DRC (2017). *Understanding Alternatives to Cash Assistance.* See https://drc.ngo/media/4075315/understanding-alternatives-to-cash-assistance-unhcr-livelihoods-assessment_sep2017.pdf
[42] See UNHCR/UNICEF (2017), *A Promise of Tomorrow.*

Figure 3 above suggests that in two of the five schools, overcrowding has been reduced. One story of change describes clearly the impact this reduction in overcrowding has on learning in particular, suggesting the relevance of such activity to an overall ambition of improving conditions for teaching and learning to occur.

> **Better than before (Male, 13, Jordanian)**
> The classrooms where I used to study in this school were very tight. There were too many students in the classroom. I had to share my desk with two other students who used to be talkative. They would mock me for being overweight and occupying most of the desk. I was in continuous fear of gaining more weight and not fitting in the desk with these two. I couldn't hear what teacher were saying most of the time and it was too hard for me to concentrate. Now we have a new building, at our school. This has given us a lot more space in our classrooms, and it allows us to move around more freely. We're also now participating more in our classes and learning better.

This sentiment of having more space in the new classrooms built by NRC was one observed by a number of other students. The story below is another example of this, but also highlights the importance and relevance of NRC's provision of new classroom equipment and rehabilitation of existing infrastructure to supporting quality learning environments for all; particularly given that in most schools, these new facilities only benefit a small number of the total student population.

> **A big change (Syrian, 16, Male)**
> When I started school here five years ago, it was not a very pleasant place to learn. Many of the classrooms were very small and overcrowded with students. All of us would need to sit very close to each other on desks that were too small, and there was no space for the teacher or the students to move around the room. Because the classroom was so tight, students would often annoy each other and there was a lot of fighting in the classroom. It was also hard to focus on what the teacher was teaching, particularly on hot days when there was no breeze in the classrooms. Yet, we had no choice but to come here to study, as there was nowhere else for us to go to school. Then NRC came to our school and improved all the classrooms with better lighting, new furniture, and fans. They also built a new building with bigger classrooms. Now the classroom environment is much improved. Our new classrooms are not as cramped. The new desks we have are larger and allow us to sit comfortably. The fans keep us cool on the hot days. All of the classrooms now have working lights, so now when it is rainy and dark, we can still see the board. The teachers can now move around the room and help us when we have a question. As part of this change, we have also learned about taking responsibility for our classrooms and have a cleaning schedule so our classes and the outside spaces stay cleaner. All of this makes our school a nicer and more comfortable space for us to learn.

What Figure 3 also indicates, however, is that overcrowding has not been reduced to levels that are deemed acceptable according to national guidelines. The specifications and standards of school buildings by the MoE stipulate that the ideal space for each student in primary school is 1.25 m^2 in primary school, and 1.5m^2 for each student in the secondary school.[43] According to this criterion, Soom School is the only one that has moved from a situation of being overcrowded to not.

The reasons for this are varied, but largely relate to how effectively the new buildings/classrooms are being utilised in combination with existing infrastructure within individual schools. In some schools, decisions were made after expansion to reclaim classrooms that previously been auxiliary spaces such as libraries, staff or meeting rooms, principal offices—but repurposed to accommodate growth in enrolments—to their original functions. Some of the new spaces have also been used or plan on being utilised for new sections and classes such as KG and drop-out classes when they commence,

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[43] This is based on the contextualised INEE Jordan Minimum Standards for Education in Emergencies (2015), p. 46

according to principals interviewed. Schools have also been constrained by having more classrooms but insufficient teachers, or by decisions which principals have made to cap enrolment at a particular level to avoid overcrowding. An internal assessment/follow-up carried out by NRC in late 2017 identified that only 14 new sections (classes) had been set up across the five expanded schools, despite a total of 40 new classrooms being build. Table 3 below provides another perspective on the issue of overcrowding—namely the number of students per section before and after the expansion activities.

School	AM		PM	
	2016-7	2017-8	2016-7	2017-8
Halholee	37.3	42.5	36.9	40.5
Jumana	25.3	31.3	34.7	33.9
Rufaida	39.2	39.8	33.9	36.2
Dogara	32.1	32.2	N/A	N/A
Soom	29.3	32.4	N/A	N/A

Table 3: Number of students per section (class) before and after the expansion of schools

What the table suggest is that expansion activities have not been supported with the commiserate increase in school staffing levels, leading to a great number of students being placed into each class section in almost every school and shift.

In some instances, and after NRC's own follow-up assessment revealed these issues, the programme team lobbied schools and the DoE to open more sections (and employing more teachers) or eliminate artificially low enrolment caps.   Yet, there still remain a large number of classrooms that could be used more fully for instructional purposes, particularly in double-shift schools which NRC targeted. It continues to be hoped, according to NRC's internal assessment that *"...enrolment numbers [in expanded schools will]...improve in the next school year once the DoE considers that expansion works in all the schools in the area are finished. Once works are finished, the DoE plans to cancel second shifts and transfer students to the expanded schools. This will avoid second shifts operating far below capacity, according to an internal assessment of NRC's expansion activities conducted in late 2017."*

Whether this happens or not, however, is not in NRC's realm of control, and such decisions remain largely within the hands of individual school principals and the local DoEs who may or not have the necessary incentives and motivation, as well as capacity, to take a more systemic-view to current expansion efforts, and future resourcing decisions in line with student populations in each schools' catchment area.   At a national level, the Ministry has signalled a commitment in the ESP to reverting double shift schools back to single shift, by mapping school and classroom utilisation and rationalising double shift schools and small schools when needed. Whether and how this occurs in a context where donors are largely funding second shift schools in terms of staffing and operational costs remains to be seen. Given NRC's inability to have direct influence over how the spaces it builds/expands utilised, it does raise questions about whether it is realistic or feasible to expect that school expansion will lead to the expected growth in enrolments and facilitate access or reduce overcrowding in the way it was expected to, both immediately and the medium to long-term. Rather, NRC's most direct impacts and contributions through school expansion (and rehabilitation) may be to supporting improved teaching and learning conditions for students—an impact which is also shared with the other components of its host community education programming.

Arguably some of these issues might have and can be avoided in the future if NRC invest more in working with a range of stakeholders at the outset of the process. Specifically, while the current

process to expansion activities acknowledges the importance of involving stakeholders throughout, many of the critical school-level stakeholders appear relegated to the role of being informed about expansion works carried out; rather than providing meaningful feedback on both the approach and outcomes of such activity (see Table 4).

	Project proposal	Project approval	Selection	Standard design	Design	Tender	Contracting	Construction	Handing over	M & E
MoE	I, F, A	A	I, F, A	I, F, A	I, F, A	I	I	I	I	I
DoE			I, F, A	I, F, A	I, F, A	I	I	I, A	I, A	I
Principal			I		I, F, A	I	I	I, A	I, A	I, F
Cleaning staff									I	I, F
Teachers			I					I	I	I, F
Students			I					I	I	F
Parents			I						I	F

I: NRC informs the stakeholder
F: stakeholder provides feedback to NRC
A: Stakeholder acts or approves[44]

Table 4: NRC's approach to consulting stakeholders at various stages of construction activity

Specifically, it would appear the objectives of NRC's expansion activities need to be specified clearly to both the DoE and schools at the outset, and jointly negotiated.   School and DoE stakeholders may have differing expectations of how and for what purposes the expansion activity is being undertaken; or alternatively, may share NRC's expectations of reducing overcrowding or improving access but may not have the necessary planning and coordination processes in place, in regards to resourcing and staffing decisions, as well as management of student waiting lists and/or knowledge of students from the community studying in other schools, to enable this to occur.

Relevance of school construction/expansion activities in the system as a whole

Interviews with school principals in expanded schools expressed sincere gratitude for NRC's support in this area.   Principals took immense pride in being in charge of schools with new facilities. In particular, they believe that the high quality, durable nature of the construction works undertaken, aesthetic improvements to classroom spaces and surrounding environs, and the ability it gave them to (re)offer additional learning facilities like libraries and science laboratories, had significant impacts on the community's perception of the school's quality.   One principal described in his story of change how, "*For me, having enough space for our students is a basic need for our community which NRC was able to address. It has also strengthened the relationship between the school and community and reflects positively on the impression they have our school.*"[45] Parents interviewed also reinforced the belief that these new facilities were a symbol of school quality and concern for their child.   As one father specified, "*I feel confident in the quality of education provided here now, and I am positive about the results my son will achieve given the safe learning environment he is in now*."[46]

For the DoE and MoE as well, such activities were seen to support the acute and immediate need of infrastructure deficiencies.   It was readily recognised within the MoE, that it did not have the resources and capacity to carry these works on its own at present and would need to rely on external partners for these tasks.   In addition, DoE officials in particular appreciated the consultation which NRC had undertaken in deciding on locations for expansion and felt that NRC was "*a willing and able partner*" and a "*leader in quality school construction projects*" in Irbid. This was reinforced by a

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[44] The table is taken from the NRC Education in Host Communities in Jordan Methodology Manual for School Expansion, p. 26
[45] MSC Story 2
[46] MSC Story 31

representative from NMFA, who felt that NRC's attention to detail in its expansion and rehabilitation activities "*exceeded MoE standards*" and "*gave significant attention to detail*" on matters such as colour schemes, furniture, security, and entry/egress which supported the establishment of safe and positive learning environments for children.

The Education Strategic Plan identifies a need to construct 300 new schools in the coming 5 years. At present, however, NRC has assessed that opportunities to expand schools has become limited, and that the school expansion market has become saturated. [47] In the future, large donors that have become more involved in construction-focussed support should be able to address the needs to build new schools. [48] Scope does remain, however, for NRC to be involved in continuing to assess and address gaps in expansion/rehabilitation left unaddressed by large donors, to ensure that these more developmental and resilience-focussed responses do not ignore the ongoing short-term needs for access to safe, quality learning environments, particularly for Syrian refugees and vulnerable host community populations.

Improving educational quality through rehabilitation

More recently, NRC has shifted attention away from reconstruction activities towards rehabilitation works in targeted schools. As Table 1 indicates, in this past year, 7 schools have had their classrooms and latrines refurbished, with new furniture and classroom equipment provisioned for many of them. In the coming academic year, this focus will continue to grow with an additional 9 schools benefiting from rehabilitation activity. With this shift, there is increasing focus on improving learning environments to make them more attractive, safer, and protective places for students to learn; addressing some of the concerns around "poor teaching and learning conditions" which are cited as a significant factor in pushing students out of school.   The belief is that by addressing issues like poor ventilation or temperature control, insufficient light, broken/poorly fitted/insufficient classroom furniture and equipment, the programme can "*ensure protective and dynamic school environments conducive to quality teaching and learning, and environments which foster social cohesion.*"[49] The INEE Minimum Standards also highlight the importance of such factors for learning, noting that, "*adequate lighting, cross-ventilation and heating (as appropriate)*" help to "*promote a quality teaching and learning environment.*"[50] Within Jordan's ESP, increased attention is also given to quality infrastructure as a core component of enhancing the school environment, and improving learning outcomes for all students, with recognition that many of the country's schools infrastructure are in need of refurbishment and renovation. [51]

A number of stories of change highlight the importance of this component of the project, suggesting that having access to new, more comfortable desks, functioning lights, windows, and doors that open/close, and whiteboards do in fact facilitate students' learning.   These works in combination, had made it more possible for students to learn effectively in the classroom as the two stories below suggests.

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[47] NRC assessed a total 47 single and double shift schools in Amman and Irbid. Only two of these schools in the Irbid governate were assessed as in need of support for construction. Many schools, particularly those in Amman, were identified as either not being in need, or in circumstances where there was no capacity for expansion due to their facilities being rented, current structures being structurally unsound, or there being no space for expansion on existing school grounds.   A further five schools in Irbid, where NRC has also supported expansion activities will be supported with further support to rehabilitate existing infrastructure to bring it into line with the condition of the new facilities constructed.

[48] Specifically, monies committed by donors under the ESP for infrastructure totals $1.8 Billion USD, with a significant portion of this to be channelled through the Ministry of Education's multi-donor fund and managed by the Ministry itself.

[49] NRC Strategy Document, 2018

[50] INEE Minimum Standards for Education, pg 69

[51] The World Bank, for example, has recently agreed to fund a USD $200 Million package of support which includes, as part of it a focus on better understanding the influence of the school climate (inclusive of classroom and school conditions) on student learning.   NRC has also been in bilateral conversation with individuals from the World Bank about using NRC's rehabilitation schools as possible test cases to assess the impact of its rehabilitation activities in terms of improving student learning outcomes.

What this anecdotal evidence suggest is that there is in fact a relationship between educational facilities which promote the safety and well-being of learners, teachers, and other education personnel—through the provision of learning environments that address concerns of excessive noise, and temperature, as well as insufficient light and furniture—and learners' sense of well-being and academic self-efficacy.   This is an aspect that could be more systematically tested through using surveys of the students in targeted schools about their learning environments, and the perceived impacts it has on their capacity to learn; and by triangulating this with school level data on absenteeism rates.

In addition to the expansion, construction and/or rehabilitation of classrooms in targeted schools, NRC has also supported construction of six new WASH blocks to deal with the increased student population and poor condition of existing facilities.   In addition to these WASH blocks, NRC has installed graywater storage systems in schools to address the acute water shortages facing the country, and support water conservation efforts in the school. Having these systems has also meant that ideally, schools should have access to water to flush toilets at all times, rather than needing to rely on outside water sources.

Relevance and impact of WASH facility expansion

The construction, and more recently refurbishment of WASH facilities has and continues to be a relevant response in a number of ways. The most recent Jordan Response Plan for 2018-2020, for example, highlights concern over water scarcity, and the risks it places on social cohesion between refugee and host communities.   It also signals that while there has been improvement in access to safe water and sanitation in schools through construction and repair of water networks, there is a significant need to continue to improve water and sewage services in schools hosting high numbers of refugees, as well as in nomadic communities.[52] Additionally, in 2015, a national WASH in Schools Assessment was carried out by JEN on behalf of the MoE and UNICEF.   The study found that the majority of schools did not have access to sufficient drinking water for its students, about 20% of schools did not have functioning wash basins, and that only 33% of schools were connected to the public sewerage system, with 32% of the schools having septic systems in bad or moderate condition.[53] In light of the INEE Minimum Standards which specify that sanitation and safe water sources should be readily available in sufficient numbers for all learners, such assessments have highlighted the acute need for WASH expansion and rehabilitation activities.[54] While NRC's approach to date has not been explicitly driven by these standards in its design or reporting to donors (i.e. indicators), it has been shaped by a desire to ensure that new or rehabilitated WASH facilities

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[52] Jordan Response Plan 2018-2020, pp. 44-46
[53] MoE, UNICEF, JEN (2015). School WASH Assessment.
[54] The INEE Minimum Standards explain that appropriate sanitation facilities include solid waste disposal facilities (either containers or waste pits), drainage facilities such as soak pits and drainage channels, and adequate water to for personal hygiene and to clean toilets regularly. They also make reference to the Sphere Standards which specify that there should be a minimum of 1 toilet per 30 female students and 1 toilet per 60 male students, with the need for lockable toilet doors and facilities that are accessible to people with disabilities. See pp. 70-71.

increase the amount of useable and functioning toilets, wash basins and drinking points; and are safe and disabled friendly.[55]

KAP surveys conducted before and after the completion of this component of the project suggest some changes to students' behaviours and practices, which are in part of a product of increased access to WASH facilities. Specifically:

- A greater number of students (37.2%) of students reported a school water point as a source of drinking water during the day, where prior only 4% had indicated this to be the case. Teachers also confirmed improvements with the water availability and cleanliness. Prior to the works being carried out, only 31.7% said water points were clean and operational, while following the works, 82.5% reported that water points were clean and operational. In other words, the WASH improvements appear to have facilitated improved access to drinking water for students during the school day;
- There is increased access to functional handwashing facilities at school. In an initial survey to teachers, prior to commencement of the construction of additional WASH facilities, only 19.5% said that handwashing facilities were clean and operational; while following construction 80.0% of teachers reported that handwashing facilities were clean and operation; and
- After completion of the additional WASH blocks, less students reported not using the toilets at all at school (56% vs. 82.2% at the outset).   Additionally, while prior to the construction of the WASH blocks 60% of the principals reported the number of student toilets as sufficient, following construction of additional toilets and handwashing facilities, 100% of the principals indicated this to be the case.

These improvements were also seen as relevant to beneficiaries; one of who described how prior to the improvements and expansions to WASH facilities made by NRC, *"…The toilets were so dirty—full of other people's excrement, with running water working only one day per month—that I would avoid using them and even going near them*, but that after the installation and improvement of WASH facilities, *"…[I] feel better about myself and being here at the school."*[56]

Summary
Key findings regarding NRC's school expansion/construction and rehabilitation activities to date are that:

- NRC's entry point for engagement with schools in host communities to date has based on an assessment of its expansion or rehabilitation needs.   Such assessments have drawn on data available to the programme at the time of undertaking such scoping, as well as well visits to the school sites themselves by the programme team, which historically was what was both feasible and appropriate to the situation.   Over time, however, the availability of data on which to make such assessments, the operational space for NRC's continued engagement in school expansion/rehabilitation work, and the programme itself have evolved substantially, while its approach to targeting of schools and students has not.
- NRC's school expansion and construction activities have led to increased enrolments of Jordanian and Syrian students in all target schools.   The majority of these students have come from other schools (private and public in roughly equal proportions). The benefits for these students in moving to the newly expanded schools include: less time and improved safety travelling to/from school, the ability to study in schools in their local community, access to better facilities, and reduced financial expenditure, in terms of transport and school fees (for those coming from private schools).

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[55] NRC's approach, specified in a 2016 WASH in Schools manual, is guided by principles of all WASH works undertaken being: (1) durable and low-maintenance, easy to clean, light and ventilated, appealing in appearance, accessible, child-friendly, gender-segregated and environmentally. Expectations in terms of numbers of additional toilets and water points constructed appears to be driven by WHO and MoE standards.   No reference is included in that document to either SPHERE or INEE Minimum Standards.

[56] MSC story 21

- In most target schools, while NRC's school expansion activities have increased the space le available for each student, most targeted schools still remain overcrowded and understaffed according to MoE standards.
  Across NRC's school expansion and rehabilitation activities, anecdotal evidence from beneficiaries suggest a relationship between improvements in the physical learning environment and students' ability to effectively learn in the classroom. Hard evidence to back such claims is still lacking.
  Accompanying WASH construction/rehabilitation activities have improved student access to sufficient numbers of handwashing facilities, toilets, and drinking water points on site, as well as utilisation of these facilities.   They have also contributed to improving the overall learning environment of the school.   These impacts, however, are strongly mediated by the degree to which ongoing maintenance and cleaning of these facilities is sustained, which does vary from school to school.
  A significant challenge for NRC in regards to school expansion efforts is the limited ability it has to influence the ways school facilities are utilised, and in some cases maintained. This then limits the degree to which the resources, time and investment put in by NRC are matched by commiserate improvements in spaces available to Syrian refugee students, the reduction of overcrowding, or the long-term aspiration of supporting the system to reduce the number of double shift schools.

The following recommendations are made regarding this component of the programme:
- Targeting and selection of schools for NRC support needs to be driven by a holistic assessment of a range of education and infrastructure deficiencies in a school, as well as consideration of the vulnerability of the student population. The assessment should examine the overall current school climate and conditions and then determine which components within NRC's package of support need greatest attention—whether they be the condition or sufficiency of existing school infrastructure, parent or student engagement, poor teaching and learning contexts, issues of violence/bullying, or the maintenance of school facilities.
- As part of the scoping and design phase of any future school construction/expansion activities, NRC needs to clearly assess the degree to which schools and the DoE have the necessary commitment and capacity to meet NRC's own expectations/outcomes from this work—be it improved access or reduced overcrowding. If it is deemed that commitment and willingness is there, but capacity is not, NRC then needs to work jointly with the DoE and school administration (and potentially in coordination with other actors supporting school construction) to clearly map out how these outcomes can be achieved through planning and systems put in place at the school or DoE level;
- M&E approaches need to better capture the impact of school rehabilitation activities and particularly the impacts it has on students' capacities to learn effectively in the classroom. This might be captured through a survey which assesses students' sense of learning efficacy and their perceptions of the school climate before and after the expansion/rehabilitation activities taking place. Alignment to INEE Minimum Standards, contextualised for the Jordan context, should be used as a foundation for all M&E indicators in this area.

Impact, relevance and sustainability of the maintenance, hygiene, and cleaning promotion activities

This chapter begins by detailing the rationale by which NRC developed its maintenance, hygiene, and cleaning (MCH) promotion activities.   The relevance of this rationale within the broader context is briefly discussed before moving onto then identifying some of the key impacts from NRC's work in this area, as well as an assessment of the degree to which these activities have been sustained to date.

Rationale and relevance for activity

From the outset, NRC identified that the provision of new, expanded, or rehabilitated facilities on their own would not meaningfully reduce barriers to enter into or remain in schools if these facilities were not maintained, or if practices of health and hygiene did not change.   Hence, the design of NRC's support from the outset included a process to support the effective operation and maintenance of new/rehabilitated school infrastructure (inclusive of WASH facilities), and the promotion of hygiene and healthy habits amongst the student population. The assumption was that a school community needs to institutionalise a system for managing cleaning and maintenance activities to keep the school facilities clean and usable, and to sustain healthy habits. Even if financial resources are limited, the programme believed that a school can make substantial improvements to the learning environment by involving all stakeholders in planning and/or implementing cleaning and maintenance activities, ensuring that students have opportunities to gain and apply knowledge about hygiene practices.   The education component developed by NRC is based on the belief that the process has to be driven by school-based stakeholders—requiring it to be low-cost, easy to implement, and participatory in nature.

This approach is reflective of Ministry of Education priorities in the area of infrastructure improvement, which now has in it a strong emphasis on maintenance in addition to the rehabilitation and construction components discussed earlier. Specifically, the Education Strategic Plan highlights the importance of preventative maintenance to "*keeping facilities clean and continuously usable*" and sets out a goal that in at least 3,000 schools "*students and community members*" will be involved in supporting this aim.[57]   The INEE Minimum Standards also raise the importance of community and student involvement in the construction and maintenance of facilities, but also highlight the importance of promoting "skills-based health and hygiene education", as well as the daily incorporation of hygiene practices such as hand and face washing into the school programme.[58] The need for hygiene promotion is also an issue noted in NRC's Wash in Schools Manual which cites studies which identify the prevalence of head lice, cavities and tooth decay and roundworm in the general student population, as well as the particular health issues of refugee children such as water-borne and respiratory illness, and suggest the importance of general preventative health messaging.[59]

In support of this, NRC contracted a consultant to develop a WASH in Schools manual, which was later revised, updated, and retitled the *Maintenance, Cleaning, and Hygiene Promotion in Schools*, in light of the broader remit of this strand of NRC's programming.   The manual includes in it a process for schools to carry out a situation and needs assessment on current practices related to maintenance, cleaning, and hygiene in the school from a range of stakeholders, and to accordingly, develop an action plan, budget, and process for implementing activities focussed on improved identified areas of need.   Additionally, the manual also includes a toolkit of 20 different activities related to maintenance, cleaning and hygiene practices which are recommended to be implemented with students in the classroom, the school committee, student council and PTA.   NRC also provides a small amount of money for schools to pay cleaning staff extra to undertake a one-time clean-up of the school, and also starts schools off in the process with the provision of a cleaning kit which

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[57] Education Strategic Plan 2018-2022, pp. 32-34
[58] INEE Minimum Standards, pp. 66-70.
[59] See WASH in Schools Manual, pp. 267-269

includes basic supplies for maintenance and cleaning of school facilities.   With the support of UNICEF, NRC has also provided hygiene kits to students in the past, which included supplies like a toothbrush to accompany and reinforce the education component of the programme.

The overall aim of these activities is to support the school to establish "a more child-friendly learning environment, and to improve the health and well-being of [the] students [in the school]."[60]   The focus on the production of detailed manual with specified activities was intended to ensure that those in schools would be able to implement this component of the programme independently and on an ongoing basis, after receiving some initial training and facilitation support from NRC.

Impact and sustainability of approach undertaken

Monitoring data collected, primarily through surveys of reported knowledge, attitudes, and practices (KAP) of students, and triangulated separate surveys with teachers and school administration as well as site observations by NRC staff of school facilities, suggests improvements in many areas as a result of these activities.   Specifically, as Figure 4 below indicates, there do appear to be a number of areas where there are positive changes in practice related to students' own hygiene practices—such as regular teeth brushing and handwashing with soap and water. In particular, with handwashing practices, while students knew about the importance of handwashing at the outset of the programme, practice, and knowledge about when and how to wash hands has improved.   Many more students could identify reasons and occasions to wash hands, and observations carried out by NRC report 85% of students at the conclusion of the programme washing hands with water, and 58% using soap water, versus 63% and 11% respectively at the outset.   With respect to daily tooth brushing, the percentage of students reported to be doing this increased from 70% to 83%. Additionally, a much greater percentage of students (91%) appeared to understand that the reason for doing so was to prevent tooth decay than at baseline where just half of them identified this as the reason for brushing one's teeth.
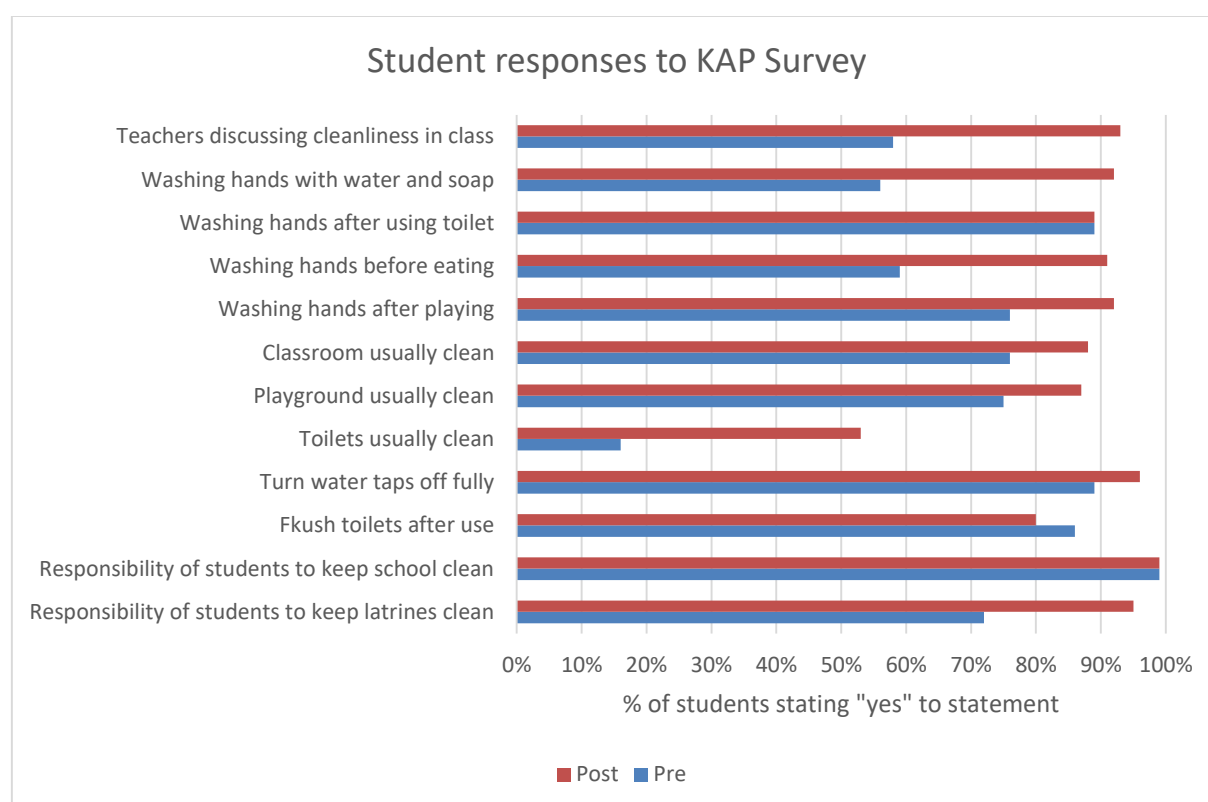

Figure 4: Reported knowledge, attitudes, and practices of students before and after participation in the school cleaning, maintenance, hygiene promotion activities for 2017-8 school year.

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[60] NRC (2017) *Manual for Cleaning, Maintenance and Hygiene Promotion in Schools*, p. 100

Additionally, students also note that following the implementation of this programme of activities, there have been improvements in the cleanliness of facilities of the school, particularly the toilets. This improved cleanliness of the toilets alongside the availability of more toilets to students with the WASH block expansion, does appear to have reduced the numbers of students who state they avoid using the toilets. In particular, much fewer number of males (26% in the post-KAP) report never using toilets at all at school; while for females, greater numbers report this to be the case in the post-KAP (77%). Separate observations by NRC suggest, however, that there have been significant increases in the number of students (both male and female) using toilets.[61] Separate surveys with teachers also show increased percentages[62] of them reporting toilets to be both "clean and functioning".   One student in his story of change described how prior, "*the school facilities and particularly the bathrooms were dirty. I would avoid using them as much as humanly possible. Instead I would wait until I got home to go, but this made it hard for me concentrate in class*." He went onto note that after NRC's involvement, "*…the bathrooms [were] cleaned up and maintained. Now I use the bathrooms without any hesitation and I feel more comfortable being in school.*"[63]

That noted, insufficient cleanliness and odours from the latrine facilities remain the main reasons for students to not use toilets at school.   During observations of latrine facilities at the three project sites visited in the course of the evaluation, all of them did appear to suffer from these concerns. In one case, handwashing facilities were not functioning because of vandalism.   This suggests more could still be done to ensure that students' access to WASH facilities and appropriate hygiene practices is not impeded by issues related to cleaning and maintenance.

Additionally, survey results from the students (and teachers) do not appear to suggest that cleanliness of classrooms, the playground and school was a significant concern at the start of the maintenance, cleaning and hygiene programme implemented by NRC.   In particular, 100% of the teachers reported classrooms as clean, 98% reported the playground clean, and 78% reported the school environs in general as clean at the outset. Here there appeared to be little room for improvement; while with the student responses, greater numbers did report their classrooms and playgrounds as not clean. Observations carried out by NRC, however, do indicate improvements in terms of the cleanliness of classrooms, playgrounds, corridors and staircases, and surrounding environs, with all schools reporting these spaces as "clean or very clean" at the conclusion of activities.   These observations do appear to be backed by student and teachers' own stories of change, such as the one below.

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[61] In the initial assessment, 91 students were observed to be using the toilets during the 15-minute period of observation, while at the completion of project activities, 259 students did.
[62] 78% of teachers reported this to be the case in the pre-KAP survey and 90% in the post-KAP.
[63] MSC Story 49

There appear to be several reasons for the changes identified in stories such as this. One is that teachers appear to be discussing topics like cleanliness and hygiene more frequently which are based on the materials in the manual; something also alluded to in the story above.[64] Prior to the introduction of the programme, 53% of students reported their teachers discussing this in the classroom, while following the introduction of manual and associated activities, 93% of students reported this to be the case. Teachers as well indicated that they are now teaching students much more frequently about health and hygiene than prior, and with a wider range of instructional approaches to do so.[65] Additionally, it appears that following implementation of the programme, there is wider recognition of the importance of shared responsibility and ownership for keeping the school clean. More students, for example, identify that keeping the latrines clean is part of their responsibility (see Figure 4). Likewise, more teachers agree that parents and students should take responsibility for sharing the costs of keeping the school clean.[66] This sharing of responsibility, is one discussed explicitly in the story below.

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[64] This includes specific topics like handwashing, proper use of toilets, oral/dental hygiene, proper waste disposal, water storage, and health hazards much more frequently than they were doing prior. This may be unsurprising given that

[65] For example, at the outset only 44% of teachers discussed these topics daily or weekly, whereas following introduction of the programme this increased to 100%. Likewise, the majority of teachers following the introduction of the programme identified using materials other than the textbook to instruct students on these topics, with the number of teachers using more interactive approaches like games increasing significantly (75% versus 32% at the outset).

[66] The initial wording of the statement on the teacher questionnaire was "Parents and students should not be responsible for supporting the cost of keeping the school clean and hygienic, agree?" Given the confusing nature of the statement, it has been restated above. At the beginning of the project, 73% agreed with the above statement, while at the end, this had decreased to 50%.

As the story above alludes to, the formation of the school committee for maintenance, cleaning and hygiene promotion, and engagement of the PTA and student council in such activities were new practices in all schools.   School committees in particular—which are comprised of two parents, two students (typically from the student council/parliament), two cleaners, two teachers, the focal point for NRC for these activities (typically a teacher), and the principal—played a key role in conducting a situation assessment, drafting a school budget, and establishing an action plan for ensuring the school facilities were well maintained and clean.   All project implementation sites managed to establish such committees and complete all activities to a satisfactory level according to an internal NRC report.   What is not apparent, however, from NRC's own internal reporting as well as the MSC stories collected were the impacts on engaging parents and the wider community in these activities, and specifically, whether this managed to establish a shared sense of responsibility between the school and community for maintenance, cleaning and hygiene activities which is what was intended with this design.

In all five schools, student councils and PTAs were asked to lead a series of activities, specified in the modules with their peers.   These included:
1. Planting and irrigation of trees (trees provided by NRC)
2. Organisation of a poster competition on hygiene promotion and selection of winning poster;
3. Preparation and organization of a hygiene day in schools; and for the PTA
4. Organisation of a parental meeting on hygiene promotion activities

The scale and scope of engagement of parents, students, and school staff with these various activities appeared to vary, however, with between 100-200 students participating in student-led activities across all five sites in total, with smaller numbers of school staff involved; and 133 parents attending the PTA-led awareness session.   Despite the relatively small numbers of individuals involved, for those directly involved there were notable impacts on students' sense of agency to effect change in their learning environment as the story below suggests.

Other stories of change told by students discussed how the involvement of the student parliament in the programme had "*encouraged students to take responsibility for keeping our school clean and ensured that we…have ownership and pride for the cleanliness of our classroom and school…[and] take responsibility for keeping it clean*."[67] Another described how the student parliament has "*…facilitated a…cleaning campaign*" and as a result, "*the students cooperate and take responsibility for keeping the school clean.*" He went onto note that, "*together, I feel like the other students and I have made a positive change in the school.*"[68] In combination, it suggests that NRC's approach to strengthening the student parliament through this programme has impacts on the school environment directly (by keeping it cleaner), and on contributing to the government of Jordan's ambition to create a generation of students who are "able to take responsibility and communicate effectively," through such structures. At present, NRC is working to further bolster the support it provides to the student parliament by developing a two-day training which will be implemented for the 2018-9 academic year. This new training package is intended to support members to understand their roles and responsibilities, develop communication and leadership skills of the membership, and develop an action plan for their work over the course of the year.

Student-led activities within the current MCH manual remain focussed and targeted on getting students to support effective implementation of this programme.   There is a presumption in this approach that students have the necessary ownership and concern about the issues to take action in meaningful ways. This may not always be the case. Yet, there is significant potential should NRC choose, to create platforms for the parliament to identify, address and respond to issues (related to MCH concerns or other problems) inside the school and within the community through an action-research approach. In the non-formal education setting of the camps, as well as within NRC's youth programming, strong examples already exist of supporting adolescents and young people to develop, design, implement and evaluate school and community development projects of their own choosing.[69] There is potential with NRC's recent development of a new manual and set of activities to support the student council to do this; but utilising an action-research framework and methodology, rather than a set of scripted and suggested activities, might support student ownership and action.

From the parental engagement side, none of those interviewed specified or discussed their involvement in these activities directly, though a couple of stories of change from principals or

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[67] MSC story 21
[68] MSC story 34
[69] Specifically, the adolescent-led initiatives being facilitated within NRC's education programming in its camp learning centres, and the social initiatives programme within its youth programming in host community settings.

counsellors alluded to the attempts to engage parents in activities. Parental engagement appears to be limited to awareness raising sessions, rather than anything beyond. Yet there is scope for parental and community engagement to be greater in this area given the current attention NRC is giving to supporting a strengthened and more active PTA in its target schools. In a similar fashion to the student parliament component, NRC has developed and will implement in the coming academic year a new PTA training package which covers many of the same aspects as the student parliament training. It also introduces the PTA to a range of other activities they can implement to strengthen parental engagement and involvement in the school and their children's learning.   This would appear to be the operational space where NRC could support the PTA to strengthen mechanisms for direct community and parental engagement in the upkeep, maintenance, and beautification of the school and its environs. Doing so would allow NRC to better contribute to a key ambition specified in the ESP of instituting a preventative maintenance programme in all schools and ensuring that students and community members are actively involved in supporting this.[70]

One significant issue with the impacts discussed above is their sustainability. NRC revisited schools in November 2017, several months into the following academic year. It was found that, *"...the classroom tidy-up schedule [and] the playground trash collection schedule [continued]"* and that teachers *"…discussed the code of conduct in the classrooms and continued talking about personal hygiene"*. Such interventions, however, were noted be "*ad hoc*" with "*the more structured approach, with usage of lesson plans for teachers [as presented in the manual], having been abandoned.*"[71]

Visits to three of the schools during the course of the evaluation suggested that the school environs and latrines were not being maintained and kept sufficiently clean. In addition to the condition of some of the latrines discussed prior, rubbish was noted to be piled in part of the yard in two of the three schools visited, despite there being rubbish bins for students to use.   NRC's own assessment, completed in late 2017, suggests that one of the key lessons learned is that, "*despite [school stakeholders] finding the programme to be useful...ownership over the programme was not clear.*" The solution has been to add additional components into the manual and establish separate training and induction programmes for principals as a one-off—largely out of recognition of the leading role they take in championing and ensuring these activities continue.   However, principals interviewed also acknowledged that there are a range of programmes operating in their school at any one time by external actors, and often they give their attention to those where there is an ongoing and visible presence of the organisation. A manual or one-off training, may not engender this longer-term ownership.

Project monitoring data does not indicate, that as a result of these activities, students are: (1) more healthy and able to attend school more regularly (i.e. reducing absenteeism); (2) less likely to avoid coming to school because of the condition or availability of appropriate facilities (i.e. reducing push out factors or demand-side barriers to education); and (3) having some impact on learning outcomes for students (i.e. improving student academic achievement).   This is despite NRC's own theory of change, as well as the rationale for this activity being justified, in part, on the contribution of such activities to these outcomes.   MSC stories, however, suggests elements of such impact.   For example, one teacher described how because of this programme, "*students are taking the initiative to help keep the school tidy, wash their hands properly, and keep the bathrooms in good condition. This then helps to prevent the spread of disease amongst our students and ensure[s] they can come to*

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[70] Another component of this preventative maintenance programme is being piloted at the moment by GIZ. This consists of training one caretaker at the school to handle light maintenance tasks and to provide each regional directorate with a mobile unit equipped with a driver, a plumber, and an electrician, in addition to necessary equipment to conduct routine maintenance work. Additionally, the expectation is that at a school-level, students and community members would support the caretaker with some of the routine facility and maintenance work.

[71] From NRC (2017) *Maintenance, Cleaning and Hygiene Promotion programme in Jordan KAP Survey Report,* p. 19

school healthy and able to learn."[72] Likewise, another parent identified how, *"…with the hygiene programme my daughter now takes good care of her health and her hygiene. She is healthier both physically and mentally due to her new habits.*"[73] And students described how through the programme they realised how, "*a healthy mind is connected to a healthy body*"[74], and how "*with cleaner classrooms we now see happier students*".[75] No other data was available to triangulate whether these perceptions—particularly in terms of improved health outcomes, reduced absenteeism due to illness, or improved student satisfaction/well-being of being in school—were in fact widespread impacts of this work.[76]

Summary

In respect to the maintenance, cleaning and hygiene promotion programme, the evaluation found that:

- The MCH promotion component meets an important need and priority for the Ministry of Education at present in terms of supporting preventative maintenance activities in the school and involving a range of stakeholders in such activities.
- The programme has had immediate impacts on the reported cleanliness and functionality of school facilities, and according to students, also improved their perception of the school environment overall.   Teachers are also reported to be discussing issues related to health and hygiene more in class as a result of this component.
- The MCH promotion activities appear to engender a sense of ownership and pride amongst students and encourage them to take responsibility for the upkeep and maintenance of their upgraded school facilities.   For the students most directly involved in supporting this component through their engagement in the student parliament, there are clear impacts on their sense of agency to make meaningful contributions to their school environment.
- While the MCH manual used in past years has attempted to garner parental engagement and support for the ongoing maintenance and care of their school facility, little evidence exists of this happening to date. In part this is the product of the NRC team itself not emphasising or supporting this, and is now aiming to be rectified with a new PTA training manual that will include in it activities and training related to their role in MCH.   .
- The ownership of all school stakeholders to uphold a focus on school maintenance and cleaning is unclear in the absence of active NRC presence, and the medium to long term impact of the component on ensuring facilities remain clean and usable is still uncertain.
- No direct evidence exists to suggest that the programme plays a direct role in reducing rates of absenteeism or illness through the hygiene promotion activities, but some stories of change suggest improvements in basic health and hygiene practices.

Based on these findings the following recommendations are made:

- School stakeholders, and particularly principals, need ongoing follow up and support from NRC to support them taking full ownership and responsibility for the ongoing promotion of maintenance, cleaning, and hygiene activities in the school. While improving training for principals, PTA's, and student councils about this responsibility, as is planned for next year is important, NRC may also need to work more directly with and alongside the principal in a coaching capacity to identify gaps and issues as they arise and concurrently, and plan for the ongoing maintenance needs and costs of the school plant in coordination with the DoE.
- Moving forward, a more differentiated approach to activities promoted under this component may need to occur, based on the issues that surface out of follow up KAP surveys with students, and triangulated by teacher and school leader interviews. At present, the

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[72] MSC story 73
[73] MSC Story 12
[74] MSC Story 27
[75] MSC Story 33
[76] At present, NRC is in discussions with the World Bank to

one-sized-fits-all approach to implementation and monitoring of activities by NRC, particularly in the period following the fist year of support, may limit the relevance to need, and limit opportunities for further modifying and adapting the toolkit NRC has created to address age and/or gender-specific needs related to MCH in targeted schools after the period of initial implementation.

- More could be done to leverage on NRC's successes in instigating and engaging the student parliaments in this component of the programme, to further build student agency and initiative. This might be done through NRC supporting the parliaments to assess issues in the school and community related to health/hygiene or school environment that they would like to improve on, and by providing resources and support to enable them to create an action plan and implement activities of their choosing. A model similar to that employed by NRC in its adolescent-led programming in camp education settings is one that could be considered in further developing this approach within the recently created student parliament training manual.

Remedial education support

As noted in the introduction of this report, concurrent to improving the physical environment of the school, NRC has also aimed to improve teaching and learning in targeted schools through a range of measures. The most intensive support in this area is offered through a six-week summer school programme which NRC has managed and operated in the summer holidays of 2015, 2016, and 2017; with another cycle of summer school already planned for 2018. The summer school programme has a number of key objectives which include:

1. Enhancing students' achievement in the basic subject matters (Arabic, Math, and English) to reach the expected standard of their peers;
2. Reducing the drop-out rate of students in the formal schooling system, under the premise that students who are lagging behind in their achievement are most prone to dropping out;
3. Improving social cohesion between Syrian and Jordanian students through purposeful integration of learners in both academic learning and recreational activities of summer school;
4. Promoting students' wellbeing in the school learning environment through the establishment of a safe learning spaces which are free of violence and which promote pro-social behaviours;
5. Enhance teachers' competencies in remedial teaching methodologies; and
6. Reinforcing parental engagement in their children's education.

This section explores the relevance/appropriateness of this programme, as well as its approach to targeting beneficiaries, before exploring its impacts and potential for sustainability.

Relevance of response to direct beneficiaries

NRC's summer school has been designed first and foremost as a remedial education programme, and targets students who are struggling to meet the expected standard in the basic subject areas. Underpinning this is the belief that without this support, students are more prone to dropping out of school.

Results from the JENA in 2014 suggest that "a difficult curriculum" is the most frequent reason for both boys and girls ages 12-17 dropping out of school. Additionally, it is well recognised that students in second shift schools which are predominantly attended by Syrian refugees, are suffering from a lower quality of education due to reduced hours of instruction, less well trained/experienced/paid teachers, and a lack of access to all of the school's learning facilities. In other words, while the Syrian refugee crisis has been seen to compromise the quality of the education system as a whole, it is the students in the second shift who appear to be suffering the most.

Across the system, however, there are also worrying trends when it comes to declines in educational quality. The Education Strategic Plan 2018-2022, highlights for example, Jordan's decline in the PISA and TIMMS international assessments, and notes with concern the significant increases in the drop out and repetition rates and declines in the promotion rate after Grade 7 and particularly for males. All of this has led to stakeholders interviewed within the Ministry of Education arguing that one of the most important needs facing the education system is in terms of improving educational quality, which they see in the short-term as being addressed through the provision of remedial education of the type that NRC and other non-government actors support.

The most recent Regional Refugee and Resilience Plan (3RP) for 2018-2019, specifies however, that quality education responses must support beneficiaries to achieve foundational learning skills, but also support psychosocial well-being, constructive identity building, and social cohesion between refugee and host community children.[77] As is later discussed, a significant and meaningful (to

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[77] See pg. 35

beneficiaries) component of summer school were the non-cognitive learning opportunities it afforded them, and is well aligned with this broader vision of education articulated in the 3RP plan.

Targeting and selection of beneficiaries for remedial education

A clear process is in place for identifying and enrolling these students and is specified in a manual that has been produced for the programme. Initial referral sits with Arabic, Mathematics, and English teachers in the formal school, who are asked to come up with a list of "at risk" students in their classes. All of these referred students are then asked to sit a placement test which consists of a series of 12 questions per subject. The questions are the same for all students irrespective of their grade level but graduated in difficulty, and they are asked to complete questions for each subject to their best ability. Tests are then scored by the NRC technical team. A cut off score for each subject is then established for each grade level, and students scoring below the cut off score in any of the three subjects are assessed as eligible for summer school.   In 2017, all parents of students who were deemed as most in need after the placement test were contracted, while in 2016, this was not the case.[78] If parents agree, children are then officially registered for summer school.   The tables below provide an overview of the numbers of students referred by teachers, tested, deemed eligible, parents contacted, and registered for the last summer school conducted in 2017.

		Placement test	Found eligible after placement test	Parents of eligible students contacted	Parents accepted over phone to register child	Enrolled students that did not miss three sessions in a row	Enrolled students that did miss three sessions in a row	Enrolled students that dropped out	Enrolled students that did post test
Gender	**Male**	597	597	597	351	254	94	24	292
	Female	348	348	348	194	145	47	17	171
Nationality	**Jordanian**	541	541	541	338	243	95	23	287
	Syrian	404	404	404	207	156	46	18	176
Total	**Total**	**908**	**945**	**945**	**545**	**399**	**141**	**41**	**463**

Table 5: Registration, enrolment, and completion data for the Summer School 2017 cohort

From the above data, a couple of comments can be made on the efficiency of the programme overall. One is that for a sizeable portion of students who are deemed eligible, parents elect for their children not to participate. The reasons for this are not immediately clear as they are not recorded or analysed in any systemic way.   Secondly, drop-out rates for summer school are remarkably low (8% in 2017 and 17% in 2016), but frequent absenteeism, indicated by missing three days in a row or more is relatively high (33% of all students in 2016 and 26% of all students in 2017). Average absenteeism rates are somewhat lower at 28% in 2016 and 18% in 2017, with the majority of students missing a small proportion of the total number of sessions (see Figure 5 below).[79]

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[78] It is not immediately clear why in 2016, some parents were not contacted.

[79] Absenteeism rates are the % of students in any given session.   According to the programme team, these rates compare favourably with average absenteeism rates in the formal school which they note as averaging about 26%, though principals interviewed claimed absenteeism rates were lower at around 10% on any given day.   Average absenteeism rates were compared across the sites of implementation with some variance in this noted.   Specifically, Dogara and Halholee Schools had lower rates of absenteeism (15%) while Rufaidah, Jamana and Soom all had higher rates of absenteeism (between 20-22%).
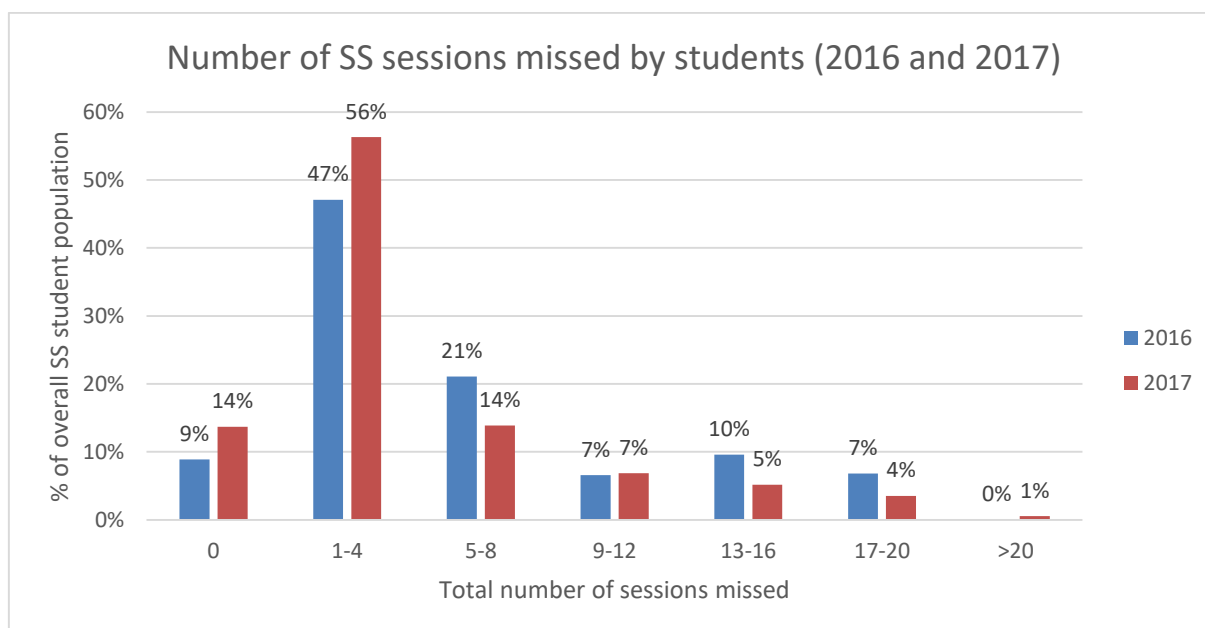
Figure 5: Number of summer school sessions missed by students in 2016 and 2017

The most frequent reasons for frequent absenteeism were illness and outside family engagement, both circumstances which the programme may not be able to do much about. 41% of students (n=58) where this was the situation identified the "need to take a rest"; which the programme team feels this reflects the more intensive delivery structure of summer school in 2017 when it was run four rather than three days/week to accommodate the timing of the Ramadan holidays.[80]

In regards to the objective of enhancing students' achievement, internal project monitoring data from the two cohorts of summer school that have been run suggest that it does in fact do this for most students in the course of the six weeks of the programme itself. Specifically, Figure 6 below provides achievement data on tests that are administered to all enrolled students at the beginning and end of the summer school.[81]

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[80] As a point of comparison, in SS 2016, this same reason was only specified by 13% of the students for whom this was the case.

[81] These tests are designed to correspond to the level of skills and knowledge expected of students in the three different cohort groups students are placed into. Hence, cohort A tests typically measure skills/knowledge levels for students in Grades 1-2, cohort B tests skills/knowledge for students in the equivalent of Grades 3-4 and Cohort C for students in the equivalent of Grades 5-6. In summer school, students are placed, within a four-year age spectrum into cohort groups based on their actual knowledge/skill level rather than grade in school. This means that students who might normally be in a Grade 5 class in the formal school, if assessed on the placement test as performing at a Grade 3-4 standard could be placed in Cohort B. Hence, for students who are in cohort groups below their actual Grade level in school the improvements noted do not necessarily translate into catching up to expected standard for their peers.
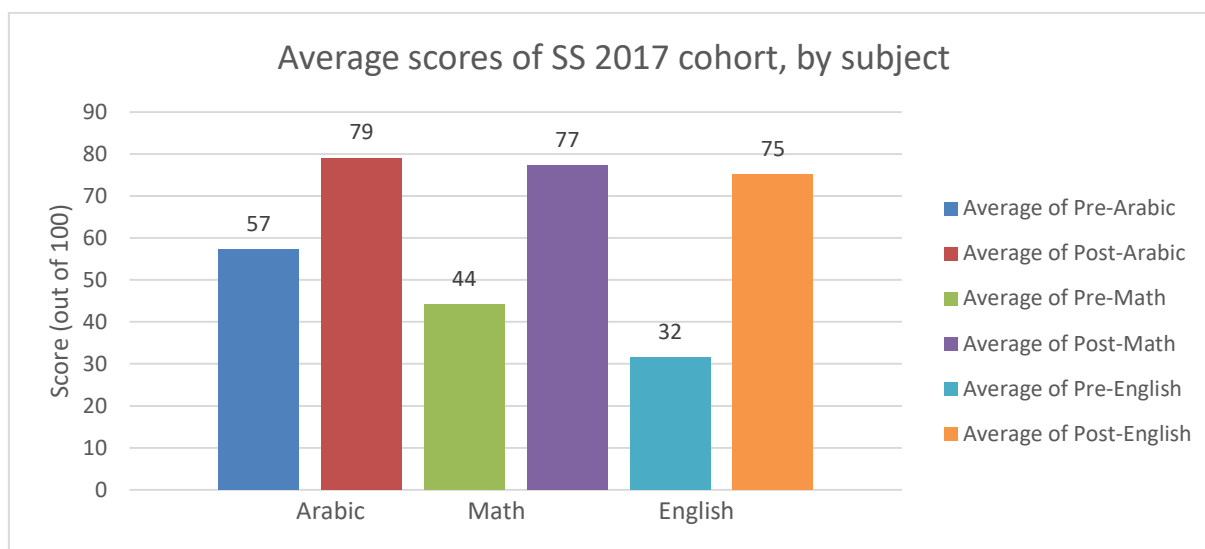
Figure 6: Pre/post average scores on NRC summer school subject exams, 2017

As the data suggests, average scores across all three subject areas improved over the course of the summer school. When disaggregated by nationality, summer school site, and gender, there were no notable differences on impacts in performance by any of these factors, suggesting as well that students appear to have equally benefited from these gains.

Analysis also suggests that between 50-60%, depending on the subject, had improvements of 20 or more points between the initial and final assessments, which according to NRC represents progression of one grade level in the short period of summer school. That stated, progression of one grade level over the course of summer school does not necessarily equate to students reaching the expected level of their peers. In some of the cohorts, particularly Cohort B which is equivalent to Grades 3-4, there was a sizeable proportion of students who were overaged and significantly below their age-appropriate grade level as Figure 7 below highlights.[82]

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[82] Cohort B is typically broken into two groups: B1 in which students learn the level A (Grades 1-2) maths curriculum and the level B (Grades 3-4) English curriculum, while B2 are students who are doing level B curriculum across all subjects. Analysis of these two cohorts by school suggests that barring Jumanah school, the majority of students are overaged for placement in the B cohort by at least one grade level, if not more.
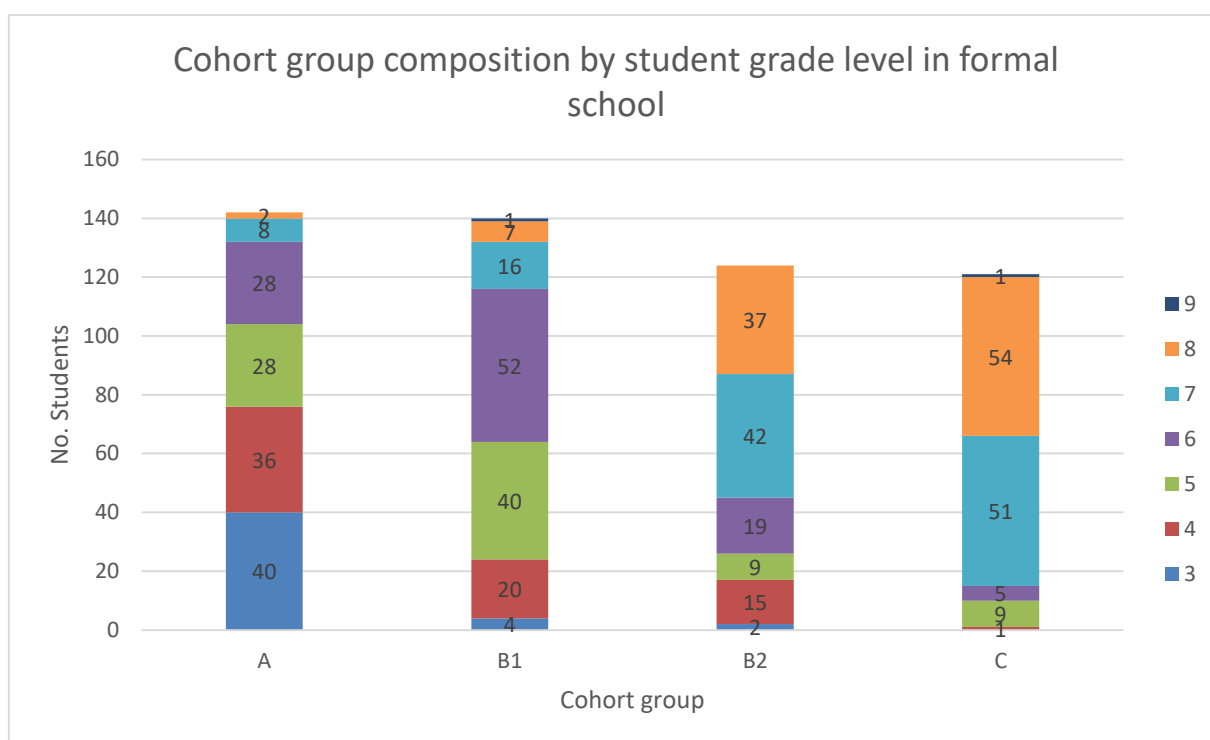
Figure 7: Numbers of students by school grade level, in each cohort group of NRC Summer School, 2017

Across all cohorts, at least half of all placed students were two grade levels below where they should be, based on their placement in the formal schooling system. Thus, even with the remedial support provided through summer school and significant improvements made, many would still be behind where they should be when returning to school at the start of the next school year. This suggest that the latter half of the first objective of summer school, namely to allow students to "reach the expected standard of their peers" may be unrealistic within a programme which operates 12 hours/week for six weeks. Additionally, NRC's reporting against the global indicator on "% of students who pass the standardized exam at grade level" may be flawed, as students who pass (by achieving a score of >50 in all three subject areas) will still not be at grade level if they are over-aged within their particular summer school cohort group.

To further assess whether such gains were sustainable, as well as whether participation in summer school had longer-term impacts on student academic achievement, data was sought from the students' formal schools about their class averages. Class averages[83] in the subjects of Mathematics, Arabic and English were obtained at two different time points—January 2017, which was prior to their enrolment in summer school, and January, 2018 which was approximately four months into the next academic year. These averages when compared to the equivalent of a "control group", in this case students who were identified as qualifying for summer school in 2017 but who chose not to register. The aim was to compare two groups of students identified by their school teachers and by NRC's own placement tests as being in need of additional remedial support; one who received a treatment (i.e. summer school), and one who did not. The results of this analysis for each subject area are reflected in Figure 8 below.

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[83] Class averages obtained from schools varied in how they were reported by grade level. According to MoE requirements, school scores for grades 7 and below are scored out of 100, but for Grades 8 and higher, scores in English and Math are reported out of 200, and for Arabic out of 300. To allow for comparability across the grade levels, averages were weighted so that all became scores out of 100 (by dividing by a coefficient of 2 or 3). Additionally, a number of students in NRC's database did not have a specified grade level. Based, however, on the scores that were obtained for students, it could be ascertained if they were in Grade 7 or lower, or Grade 8 and above, and weightings made accordingly.
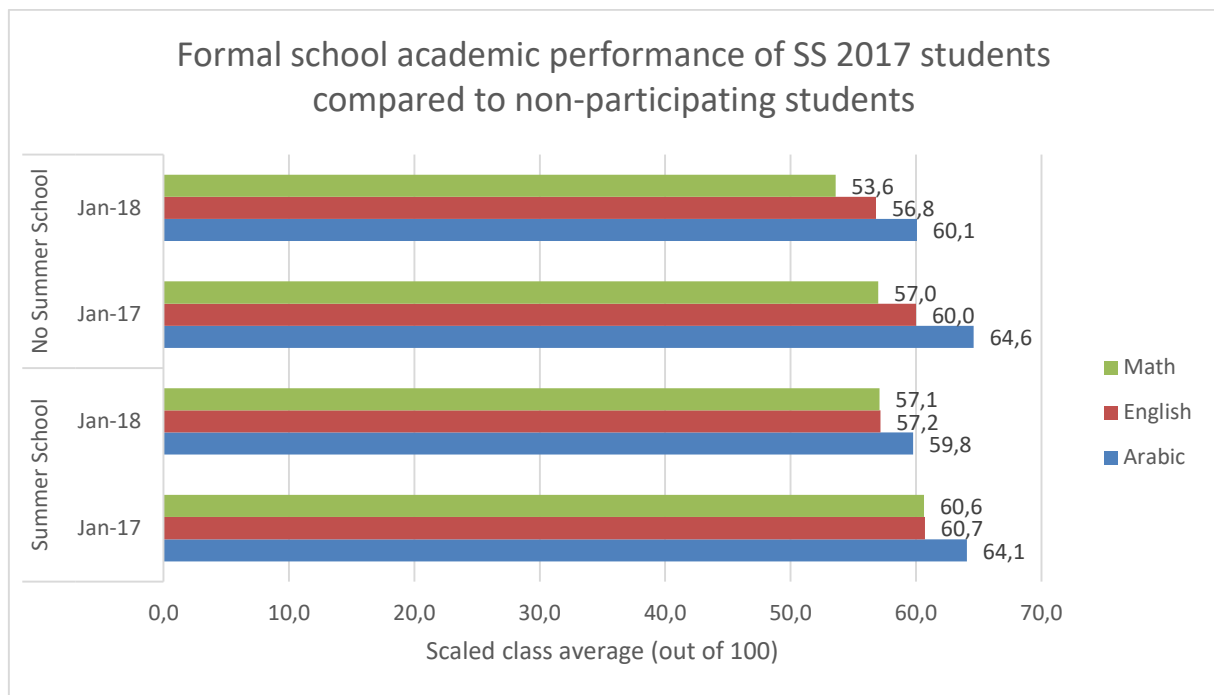
Figure 8: Class averages of summer school 2017 students in comparison to non-participating students in January 2017 and January 2018

What the above analysis suggests is that for all students (irrespective of whether they participated in summer school or not), average academic performance has decreased between 2017 and 2018. Importantly, however, the rate of decline for the students who participated in summer school, and those who did not, was roughly equivalent across all subject areas, and in subjects where summer school students started with class averages similar to their non-participating peers in January 2017 (i.e. in Arabic), these similarities persisted twelve months later.

Additionally, data for summer school students only was observed another way—namely whether the dosage of treatment, as reflected in attendance rates during summer school, might explain the fact that overall, impacts of summer school do not appear to be significant on students' academic performance in school. What the analysis suggests is that students attending summer school the most (90-100% of the time) showed similar rates of decline to those attending summer school less than 60% of the time. Interestingly, class averages for those attending summer school most frequently in all subjects was significantly lower than those who attended summer school minimally.[84]

In combination, what this analysis suggest is that: (1) the impacts of summer school on changing or altering patterns of student achievement in the year after is negligible; (2) the level of engagement in summer school does not appear to have differing impacts on students' academic achievement following; and (3) gains observed in summer school do not appear to persist into the following academic year.

While summer school may not improve academic achievement and bring struggling learners up to expected standard, qualitative evidence collected through MSC does suggest that participation has an impact on academic self-efficacy and motivation, which are preconditions for academic success, for some learners. The story below, for example, highlights how for this mother, summer school

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[84] For example, in Arabic in January 2017 the students attending summer school 90% of the time or more was 59.7, and in January 2018 had dropped to 57.6. Meanwhile for students attending summer school less than 60% of the time, they had an average of 65.8 in January 2017, which dropped to 62.9 in January 2018. Similar patterns existed across all other subject areas.

provided an opportunity for her daughter to regain confidence and security she lost due to the war in Syria.

<div style="background: orange;">

Education is half my life (Parent, Syrian)

My daughter was the smartest girl in class back in Syria. When she was in 2nd grade, her older sister, who was the closest person to her, got shot and passed away right in front of her. That changed her drastically. She became shy and to herself. She stopped doing well in school. I wanted to give her the best education. So, I did everything to support her learning, but because I stopped school myself in the 6th grade, I could only help her in Arabic. I was very happy when the school called me to register her in the summer school. It solved so many of my problems. My daughter got so much better academically, it gave her confidence and courage to live through the world and learn. She became more social and stopped isolating herself. The programme changed the life of my daughter. Now she is doing very well, even our relationships now has changed and evolved because how the summer school helped her grow.

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A longer-term objective for the summer school component, as specified in the summer school manual and NRC's current theory of change for the host community is to help ensure that students remain in school. Attempts were made, within this evaluation and using school records, to ascertain whether it was indeed having this effect by virtue of the collection of students' academic achievement records from January 2017 and January 2018. For approximately 20% of the students enrolled in summer school, there did not appear to be any available academic records for their performance in 2018. What was not immediately clear, unfortunately, was whether this was due to students moving to other schools or dropping out of the system altogether. Likewise, without data on the overall trends in the student population, it is impossible to ascertain whether potential drop-out rates of summer school students are worse, better, or equivalent to the remainder of the school. However, a number of MSC stories speak about participation in summer school as leading to a stronger sense of self-confidence, belonging and academic efficacy, which when in place, are known in the research to reduce a students' propensity to leave school of their own volition. A story like the one below exemplifies the important impact which learning experiences which are safe, meaningful, purposeful, and inclusive can have on a students' sense of enjoyment of schooling.

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The activeness of my children (Parent, Jordanian)

I have two children in this school. A year ago, my children didn't like going to the school. They would watch television until 3am and would always be late for school. They were also careless with their schoolwork and didn't make it a priority. But last summer, both of them were registered in the summer school programme. I was shocked when they started coming home with excitement and enthusiasm about the activities they were doing, and how the teachers would mix academics, recreation, and life skills activities together to make learning fun. They spoke with such passion about what they were learning, and even started to go to bed early so they could wake up early and go to the summer school programme on time. And, unlike school, in the summer school programme there was no violence and bullying, and it helped to build my children's trust in the teachers and with the other students, who were mixed Syrian and Jordanian. The summer school also regularly communicated with us parents and worked to engage us in what our children were learning. Through the summer school, my children now are more enthusiastic about learning and get to school on time.

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The above story also touches on other important design features of summer school which enable such learning experiences. In particular, the fact that Jordanian and Syrian students learn together,

rather than separately as is the case in double shift schools, was seen as important. In both 2016 and 2017, the aim has been to enrol Jordanian and Syrian students in roughly equal proportions.[85] Summer school only runs in one shift from 9am-1pm three days a week, and each class that is created is expected to "include both Syrian and Jordanian students for insuring the social cohesion of students", according to the Summer School programme manual.[86] All students also participate in structured recreational time for 30 minutes each day where teachers lead a range of games involving all students in the class. The aim with these activities is in part to facilitate social interactions, collaboration, and cooperation between students of Syrian and Jordanian background. A Jordanian student described in his story of change how, "*I was also encouraged by the Syrian friends [in summer school], all of them whom I didn't know before, who were also shy. I realised that there weren't many differences between us and are all the same in one way or another.*" And for the mother of the child described below, the fact that summer school brought Jordanian and Syrian children together has reduced some of the bullying and social tension her daughters faced previously.

From Village to City (Parent, Syrian)
Our family moved from a small village 2 years ago. When we moved, I was very anxious and fearful for my girls, because we used to hear a lot of negative things about schools in the city. I visited many schools but wanted this one for my girls. When they first arrived it was difficult, they were bullied in schools for having slightly darker skin and their academic performance was getting worse. The counsellor in school helped them, and they told us about summer school where they can get better. They benefited greatly from the summer school, because they've had to attend school in Syria, Egypt, and Jordan, and having the teachers go through the basics of English, Arabic, and Math with them made them better students. It also changed them in other ways. Specifically, they attend the second shift and don't have Jordanians in their classes. During the summer school they got to meet Jordanian girls their age. There were some social tensions before, but through play and activities they now have Jordanian friends. Although I was very worried moving to the city, this school has eased our transition. In the past two years it has given my daughters chances to explore themselves, they have access to a library, labs, and other activities. The school invests in my daughters. My daughters always tell me how their school is also continuously being painted and renovated, this keeps them motivated, their relationship with the school gets stronger, they feel they are in their own homes.

For the NRC Jordan team, this was one of two stories chosen in the selection panel because it highlights the direct benefits of summer school, academically and socially, but also how some of the rehabilitation activities have also positively impacted on her child's sense of motivation and enjoyment for learning. Importantly, for the NRC team, it was felt that the child described in the story is the type of beneficiary the programming should aim to serve.

The summer school programme also includes a number of events held at the school which aim to strengthen parental engagement and bring Syrian and Jordanian parents together. The programme also aims to provide Syrian parents with opportunities to directly engage in a positive way with their children's Jordanian teachers—something that does not often occur during the academic year. To facilitate this, teachers are asked to send at least one positive note home a week to parents about their children, and parents are given an opportunity to write back to the teachers about that note. Additionally, teachers report back to parents on the learning progress of each student. Likewise, all

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[85] As **Error! Reference source not found.** and Table 5 suggest, the balance between Jordanian and Syrian students has not been exactly equal but in each cohort the proportions range between 40-60% of each group.
[86] While NRC programme management recognises that running summer school 3 sessions/week for eight weeks of summer is ideal, timetabling constraints because of Ramadan coupled with the scheduling of the Tawjihi exam in the first two weeks of July (following Ramadan) in 2018 have meant that to date, NRC has been unable to run summer school in this way. Instead, summer school has had to be condensed into 4 sessions/week for six weeks.

parents are invited into the school for a Graduation Ceremony and student performance. Monitoring data from the 2017 cohort suggest varying rates of parental engagement/participation in these activities (see Table 6).

Activity	Students	Parents
Singing and reading to parents	82%	12%
Teachers report to parents/positive messaging	82%	60%
Teachers report to parents/progress notes	69%	45%
Homework to be done with parents	0%	0%
Graduation Ceremony	67%	44%

Table 6: Numbers and % of parents participating in parental engagement activities as part of summer school, 2017

The data above suggests that in 2017 at least, NRC has managed to involve a sizeable portion of parents in some of the summer school activities.   As the parent of the story on the previous page suggests, the fact that *"…the summer school also regularly communicated with us parents and worked to engage us in what our children were learning,"* is seen to be a contributing factor to her children's changed attitude towards learning.

Relevance, impact, and sustainability of support to teachers

Another key component of summer school is the ability it affords NRC to work with, directly train and supervise the work of teachers working in the formal school.   Following on a key learning from its first summer school cohort in 2016[87], NRC gained a commitment from the DoE and MoE to recruit teachers currently working at the school (either permanent or contract depending on whether it was single/double shift), to run its summer school programme.   Following recruitment, NRC runs a five-day training with all selected teachers and the school principal (who acts as supervisor at the site and for the teachers) and includes topics such as instructional design, lesson planning, student-centred active learning methods, assessment and evaluation of students' learning, remedial teaching methods and techniques, and classroom management.   Throughout the summer school, teachers are then regularly observed and supported by the NRC technical officer and the supervisor on using active learning methods, on dealing with the students in a manner that insures their well-being. Teachers are expected to perform to an expect level, uphold NRC's code of conduct, and regularly show up for work. In 2017, for example, NRC trained a total of 19 teachers who worked across the five sites where summer school occurred.

The relevance of this work within the broader system is quite important, given that the teachers whom NRC works with in summer school often have limited opportunities for in-service professional development. Additionally, supporting teachers through site-based professional development is an important component of NRC's global and Jordan country education strategy of strengthening and supporting the formal education system; yet NRC's scope to do this on a regular basis during the academic year remains limited. Training, coaching, and mentoring these teachers in the summer months, is an important entry point for NRC to have influence on teaching pedagogies in the formal school system.   The structure of NRC training support is reflective of the INEE Minimum Standards which specify that "training is periodic, relevant and structured." In the case of the summer school

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[87] In 2016, NRC was asked to recruit teachers from a list of potential candidates provided by the DoE. Typically, these are individuals not working on a permanent basis in the formal school system and include older individuals who would like to either return to teaching (i.e. retirees) or new graduates to the profession. NRC carried out a rigorous process of recruitment which included shortlisting of potential candidates based on subject specialisation and interviewing of shortlisted candidates by both the DoE and NRC staff. Unfortunately, using teachers not currently employed in the formal schools, and particularly formal schools from where these students come, significantly challenged NRC's ability to have influence on teaching practices beyond summer school. Recognising this, a new strategy to selecting teachers for summer school was agreed on in 2017.

programme, it is **relevant** by acknowledging the particular gaps/needs which teachers working in a remedial setting might require; **periodic** by ensuring five days training at the outset is followed by regular observations, coaching and mentoring support; and **structured** though the creation of a manual for training which offers opportunity for trainer-led facilitation of sessions, group discussion, and individual practice and trial of methods and approaches discussed over the course of five days. The story of significant change featured below discusses the type of support teachers such as herself were given in summer school and how it led her to changing her pedagogical practices.

> **Creative teaching (Teacher, Female)**
> I have been an English teacher for a number of years. For most of this time, my teaching approach with my students was quite traditional, and I had a limited number of techniques I was able to use to engage my students. Most of the time I would lecture to the students, and once in a while I would mix it up by using open pair, closed pair discussions, or a group work activity. Many of my students, particularly the weakest ones, would be bored with the way that I taught and were not active participants in the classroom. I could see that their achievement suffered. There was very little I could do to change this situation, and I struggled to get support from others within the school on how I might motivate these students better. Then I was given the opportunity to be a life skills teacher within NRC's summer school programme. I was curious to try teaching a new subject, explore new content, and address the challenge of introducing something that is not normally taught in the formal schools to the students. As part of being a summer school teacher, I was given a series of lesson plans which included teacher notes. These teacher notes gave me some guidance on ways that I could teach the topic of the lesson in interesting and creative ways. I was also supported by the technical officer who would visit my classroom, observe what I was doing, and provide feedback to myself and the other teachers on how we might better implement our lessons. Through this process, I could see I was effective, and that the students were engaged in what I was teaching them. I could also see that the students were showing improvements through these methodologies, particularly in Arabic, English, and Math. The parents as well could see these changes, and for the first time realised that their students could learn through play…something they had resisted in the past. After summer school, I made a decision to take what I had learned and implement it in my role as an English teacher. Now, I regularly use role plays, videos, photos, and games to teach my students the subject. For example, with a recent lesson on Independence Day, I decided to start the lesson with a warm up activity. I used a picture of people waving flags as a brainstorming activity to get the students discussing and talking about the topic. I also used dialogue and role play, using flags, to simulate the celebration of Independence Day. I can see that this change in my teaching approach has improved my students' motivation for learning English. They no longer feel that they are forced to learn but are wanting to learn because they find it interesting and engaging. Their achievement has also improved. With these new approaches, even my weakest students are able to participate and learn, and I have a stronger relationship with all of them.

As the story above suggests, the teachers whom NRC employs and trains for running the summer school programme, readily identified impacts this participation had on their ongoing classroom practices and indirectly, the benefits this has on students. Specific to working with struggling learners, another summer school teacher, now working in a formal school, described how, "*I feel more confident now to deal with the weaker students in my class and cater instruction to different level of students using active learning approaches. Through NRC's support I've improved my own teaching practices and also improved the achievement of my students.*"[88]

Another teacher described the value of being introduced to structured lesson planning and active learning methodologies through summer school describing how, "*All the teachers for the programme were given an excellent set of lesson plans that were well structured and organised. Many of the lessons introduced the topic being taught using play, something which I enjoy doing. The lessons encouraged me to use learning materials like flash cards and play money to engage the students. Lessons also introduced collaborative, group, and authentic learning approaches such as counting aloud together and pretending to run a shop. These techniques allowed all students to participate effectively.*" She goes onto describe how now, in the formal school setting, "*…[I] keep using*

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[88] MSC Story 42

techniques like learning by play in my classroom…[to] improve students' interest in learning mathematics."[89]

During the academic year, and as already specified, NRC's scope to support ongoing teacher professional development are more constrained. NRC works around this in a number of ways. One is by providing schools pedagogical resources—such as globes, maps, markers, papers—and accompanying this with a short (2-3 hr) training on how to use these resources in an interactive way in the classroom. While most teachers interviewed did not discuss the impacts this had on their pedagogical practice, one teacher described how, "*Last year NRC provided us with pedagogical materials for a range of different subjects, including Arabic, Math, English, Science, and Geography. Not only that, they trained us on using these materials*". Following the training he, "*…imagined how I might use these materials in my classes and have since started to use them. Having these resources has really empowered me—increasing my confidence to teach and my ability to support all my students.*"[90] NRC does also facilitate a three-day whole-school training to introduce ideas about child protection, positive discipline and the forms of bullying and violence in its social cohesion programme (discussed in more detail later).

NRC also involves school principals on the sites where summer school operates in the management and oversight of the programme. Principals are expected to, as part of their involvement:
- Lead coordination with NRC and between teachers, students, and parents;
- Facilitate the opening and graduation ceremonies of the summer school programme;
- Encourage parental engagement in summer school activity;
- Ensuring the right children are recommended for the programme and support the assessment process;
- Work with NRC on the selection of summer school teachers;
- Act as key point of contact for any child protection issues that arise; and importantly,
- Monitor classroom activities and student learning;

The principals are tasked with conducting regular classroom observations and providing formative feedback to teachers using an observation template developed by NRC. One of the aims of asking principals to do this is to encourage them to act more as instructional leaders and to visit classrooms and support teachers in their pedagogy—something which the Ministry of Education, in the latest ESP identifies as an issue in need of change.[91] Ideally, the hope is that this then transfers back into principals' practices in their management of their formal schools in the instructional year. Unfortunately, none of the stories of change relayed by the principals themselves, or the teachers, spoke about this change in leadership practice.

Until recently, however, this was an implicit rather than explicit expectation of engaging principals in summer school. In the past six months, however, NRC has produced a Principal Induction training package to introduce the principals in all its target schools to the various components of the programme, and their role in supporting this. In the section on summer school, the manual for trainers (p. 48) emphasises the fact that principals should, "encourage teachers to continue to use the lesson plans and techniques in class," following summer school. Moving forward it will be important to assess the impact that introducing this induction training has on the ways in which these leaders operate in the confines of the academic year. Greater support, either through regular coaching and mentoring provided by NRC staff, or by NRC facilitating a peer to peer network of summer school principals throughout the academic year might prove to be necessary. In subsequent years, it may also be appropriate to give principals a greater stake in supporting and

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[89] MSC Story 62
[90] MSC Story 9
[91] Specifically, the ESP (p. 19) notes that, "the work of school principals is primarily focused on managing the school environment and administrative procedures rather than on supporting teachers and enhancing their competencies."

running teacher training for summer school and other components of NRC's professional development support; particularly in schools where NRC has been engaged for at least one year.

Summary

In regards to NRC's summer school activities:
- At present, NRC's summer school programme does not appear to have any discernible impact on patterns of overall student (under)achievement in the formal school setting, and particularly to support students identified as significantly underperforming in the core subjects of Arabic, Mathematics and English better meet grade-level curriculum expectations. Rather, qualitative evidence suggests that summer school has greater impacts in terms of bolstering students' sense of academic self-efficacy and motivation to succeed in school—vital preconditions for later academic success according to international research. The provision of remedial education, through summer school run by NRC, provides beneficiaries with learning experiences, in terms of a broadened curriculum, engagement with students from different nationalities, and supportive teacher-student interactions which are otherwise not available to them in formal school settings. Questions do remain, however, about whether the objectives noted for this programme are best achieved through a summer school programme or would be better served through a year-round remedial education support programme with a strong focus on components not provided in the formal system, such as art, life skills, and SEL/PSS.
- Current approaches used by NRC's to identifying and placing students into summer school cohrt groups is not refined enough to discern varying levels of academic need by subject and grade level, and ensure they receive grade and age-level appropriate support which can enable progression towards meeting expected curriculum expectations.
- No evidence exists at present to suggest that summer school has effectively enabled students at risk of dropping out to stay in school.
- Teachers involved in summer school report immediate benefits in terms of being exposed to new teaching approaches and techniques and appreciate the structured lesson plans they are provided as part of this. Transference of such practices into their teaching practices in the formal school is more varied, and appears to be largely influenced by the degree to which teachers are supported and encouraged to continue using such approaches in the academic year.
- Little evidence exist at present of how the involvement of formal school principals in summer school activities has influence on their role as instructional leaders during the academic year.

Key recommendations:
- NRC should reconsider the main purpose and objectives for summer school. If the main benefits of summer school are supporting students' social and emotional development, engagement with peers from different nationalities, and strengthening their academic self-confidence and efficacy, then the student outcomes for summer school may need to change to reflect this, and appropriately measured through revised M&E indicators.
- NRC needs to refine its approach to assessing and placing students into cohort groups, and monitoring progress in academic achievement. Specifically, it is recommended the tests administered at the outset and conclusion of the programme are developed to assess students' performance against curriculum expectations for each grade level. Concurrently, NRC should consider, if a focus is to remain on strengthening students' academic achievement within summer school, which group of underachieving learnings it most wants to support—those significantly below grade level in all three subjects, or rather those just slightly below grade level where the potential to support students to meet curriculum expectations in a short time may be greater. It may also mean that NRC works with a narrower age range of students, but has more cohort groups within this band to tailor instruction and support to the range of academic needs which the placement test reveals.

- NRC should explore opportunities to either extend aspects of its remedial education support into the academic year through the running of a homework or before/after school club, or work with other partners to ensure that students in need are referred to other providers of remedial education support.
- NRC should work more closely with the school principals during and after the course of summer school to ensure they have the necessary capacities and skills to continue to act as instructional leaders and support teachers to use approaches introduced in summer school throughout the academic year.

Addressing violence and bullying in schools

In the 2017-8 school year, NRC developed an additional component to its support to host community formal schools which internally is labelled as a "social cohesion programme"—but is largely focussed on matters of violence and bullying in schools. The programme aims to support the establishment of safe learning environments for students by (a) reducing incidences of bullying and violence in schools between students, and between students and teachers; as well as (b) support the integration of Syrian parents and students in the broader school community. To do this, NRC commissioned the writing of a manual by a team of external consultants. The manual included in it:

- A **teacher training module** which aims to raise teacher, counsellor, and principal awareness on a range of protection-related matters which are noted in the table below.
- A **school assessment module** to be implemented by a school committee comprised of the principal, teachers, school counsellor, students and parents who assess the situation in the school in regards to awareness and existing practices in relation to violence, bullying and relationships between students, and then formulate, implement, and evaluate an action plan based on this initial assessment; and
- A toolkit of **social cohesion activities** which are expected to be implemented by the principal, counsellor, and teachers. Many of the teacher activities are drawn from the life skills programme implemented in summer school, and aim to develop skills and values of communication, responsibility, respect, empathy, teamwork, creativity, stress management and self-expression amongst students, as well as to raise student awareness about forms of bullying and violence and ways to address this.

Day 1	Day 2	Day 3
Session 1 Introduction Building foundations	**Session 5** Violence against children	**Session 9** Managing overcrowded classrooms Positive discipline
Session2 What is social cohesion Social cohesion in schools	**Session 6** Bullying My role as a teacher	**Session 10** Punishment vs discipline
Session 3 Conducive learning environment What is my role as a teacher	**Session 7** Understanding child traumas	**Session 11** Parental engagement The social cohesion toolkit
Session 4 What is child protection? Why is it important?	**Session 8** What is resilience? How and why?	**Session 12** Evaluation Closing the training

Table 7: Training schedule for social cohesion programme

At the time of the evaluation, school stakeholders had been trained on this manual and were in the process of beginning to implement the various components of the toolkit. For this reason, while some evidence on initial impacts of this aspect of NRC's efforts are reported here, the focus of this chapter rests primarily in assessing its relevance and appropriateness of design and approach within the context of the schools it operates.

Relevance

The issues of violence and bullying in schools has been a longstanding concern in Jordan, and one that predates the current Syrian crisis. In 2007, a study on Violence Against Children carried out in Jordan found that more than half of children were punished by caregivers and by their teachers/school administrators in a violent way. It was also found at that time that violence was an

engrained part of practice throughout society, prevalent in all settings and perpetuated by everyone.[92]

Since the start of the Syrian crisis, however, there is a sense that violence and bullying have increased for a range of factors, including an influx of students with unaddressed experiences of violence and trauma, teachers without sufficient experience, skills and knowledge of classroom management, overcrowded classrooms, and increased tension between host community and refugee populations to name a few.

A range of reports have identified that violence and bullying are a key factor which pushes students out of formal school.[93] What these reports also suggest is that violence and bullying take a variety of forms and address students of different backgrounds in distinct ways. For example, for boys ages 6-11 in host communities, the most frequent type of violence that affected school attendance was bullying from other students and violence from teachers. In particular, boys stated that they struggled with student gangs. Syrian girls from the same demographic reported discrimination, physical aggression and bullying as key violence-related deterrents to school attendance.[94] Boys are also more prone to witnessing and experiencing physical and verbal violence at their schools than girls. Additionally, harassment and bullying between Jordanian and Syrian students has been an increasing reason for drop out from formal school, particularly for boys.[95]

But, violence also extends to that between students and teachers.   78 per cent of Syrian parents said that their children were exposed to physical violence by teachers and 68 per cent said that their children were exposed to verbal abuse at school.[96] Schools serving Syrian students have been found to have the highest rates of violence of all schools, with the use of physical or verbal violence more openly tolerated in these settings.[97] This occurs despite past campaigns by UNICEF and other organisations to provide positive discipline training to teachers to manage classroom in non-violent ways, and clear guidelines from the Ministry of Education which condemn the use of any form of violence by teachers in the classroom and allow the Ministry to terminate any who violate this rule. This suggests that despite long-standing efforts to change cultures and practices of violence in schools, the issue remains a significant one, and in need of further attention.

In several stories of change collected, it was evident that there was immediate relevance, importance, and in some cases impact, to the social cohesion component of NRC's support.   The story below, told by a teacher highlights a key tension faced by many—that while there is knowledge that corporal punishment is not an acceptable form of discipline, other approaches and techniques to classroom management are still unknown or unworkable to many of them.

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[92] UNICEF (2007) *Violence Against Children Study*
[93] See for example, UNICEF (2017) *Running on Empty;* Human Rights Watch (2016) *We're Afraid for their Future;* Kids Right (2018) *The Widening Education Gap for Syrian Children*; RAND (2015) *Education of Syrian Refugee Children*
[94] Inter-agency Task Force (2016) *Education Sector Gender Analysis,* p. 15
[95] UNICEF (2017) *Running on Empty,* p. 25
[96] Ibid
[97] UNICEF (2014) *Hidden in Plain Sight*

For the internal selection panel who reviewed and selected this story as one of the two which best reflects the aims and objectives of the education programme in host communities, it was felt that it exemplified:

(a) The process of capacity building which the programme aims to support, focussed on exposing key stakeholders in the school to theories and practical tips;

(b) How the ultimate aim of many elements of the programme is focussed on moving beyond shifts in knowledge to that of attitudes and practices; and

(c) The importance of NRC's focus on violence prevention for the support of overall student well-being.

These elements were also reflected in another story of change narrated by a school counsellor who described how, "*The programme helped the teachers to understand some of the causes of students' misbehaviour, increased their awareness of issues like bullying, and provided some specific tools and techniques for managing the classroom in a more effective way*." More importantly, she observed that it has "*empowered teachers to deal with behaviour in a positive way*", and reinforced the message that, *"[a teachers'] role is to support all students, not just academically, but socially and emotionally as well.*"[98]

Stories of change about the social cohesion component were also relayed by four different students interviewed.   What many of these stories appeared to appreciate was the focus on bullying and how it makes others feel.   The story below, for example, suggests that the programme has relevance in terms of encouraging students to seek support from adults, and for adults to know how to support students effectively in such circumstances.

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[98] MSC Story 53

> **No for bullying (Female, 15, Jordanian)**
> Girls in my school did not have the courage to speak up regarding many things. There were many reasons behind not being able to share their feelings and emotions. One of the most important things is that whenever a girl gets bullied, she would either shout and fight back or remains silent especially when getting threatened by other girls with powerful family members. I believe the thing that made this change happen is that as bullying became more common in the school, the teachers starting to address this subject more often to us. The student counsellor started to stand up for many girls and defend them. She noticed that inequality among many girls where the strong bullies pick on the weak. She works to get these girls to understand the wrong from right. This has lessened from the bullying in the school in general. From everything I hear the teachers say, I learned to respect the older people and be kind with the younger ones. And after many incidents that happened in the school, we all know now that there are many other ways to deal with anger and frustration other than using our hands and mouths badly. No one deserves to be treated badly. And I reflected what I learned at my house as well and I no longer shout at younger brother and sisters. You can see that we have a healthier relationship and we are more cooperative with each other.

Appropriateness of response

The Ministry of Education under the quality pillar of its latest strategic plan, has specified that, *"…it is imperative to put in place educational policies that provide a school environment that is safe and stimulating. This environment must also meet the emotional, social, educational and academic needs of students."*[99] The plan goes onto specify that reducing rates of violence in school and addressing bullying are key ways to achieve this ambition. Working in partnership with UNICEF on the Ma'an campaign in schools, as well as introducing a new life skills programme, and supporting programmes to increase awareness of bullying and violence are the vehicles for achieving this, according to the government. UNICEF, in its recently released strategy to eliminating physical violence against children in Jordan by 2021, argues that a more holistic approach must be taken which involves changing norms and behaviours, raising awareness, improving capacity for non-violent discipline practices, ensure enforcement of existing laws against corporal violence, and generating demand for existing support mechanisms and reporting processes.[100] The INEE Minimum Standards, contextualised for Jordan under the Access and Learning Environment pillar[101] specify a number of key components which must be in place in all learning facilities include:

- School and local community awareness and training in child protection must ensure the protection of learners, especially children from minorities and children with disabilities, from verbal humiliation and physical violence, discrimination, sexual and economic exploitation;
- Accountability mechanisms and complaint procedures must promote the MoE policy to prohibit all forms of violence in schools, including corporal punishment; and
- An environment that is free from bullying must be encouraged, with no abuse and no violence (verbal or physical) between students, between teachers, and between teachers and students.

From a design point of view, NRC's social cohesion programme appears to touch on many of these principles, ambitions, and priorities. Specifically, the social cohesion programme aims to involve a range of stakeholders from within the school community in discussing and addressing issues of violence and bullying in the school. It also works to build the capacity of all school stakeholders to identify forms of violence and bullying and address them; and also, to build their capacities to discipline and work with children in non-threatening ways. Within the classroom activities in the manual, there is a clear focus on life skills and values which the Ministry of Education would like to see promoted.

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[99] Education Strategic Plan, p. 16
[100] UNICEF (2018) *Changing Norms and Behaviours to End Physical Violence Against Children in Jordan 2019 – 2021*, p. 62
[101] See pp. 45-46

Baseline data collected by NRC as part of the implementation of the social cohesion programme suggests that issues of violence and bullying are prevalent in the schools it targets, but that the character of these issues do vary somewhat by age group and gender. Specifically, the use of corporate punishment by teachers is reported to occur with significantly less frequency in girls' schools than in boys' schools (see Figure 9).
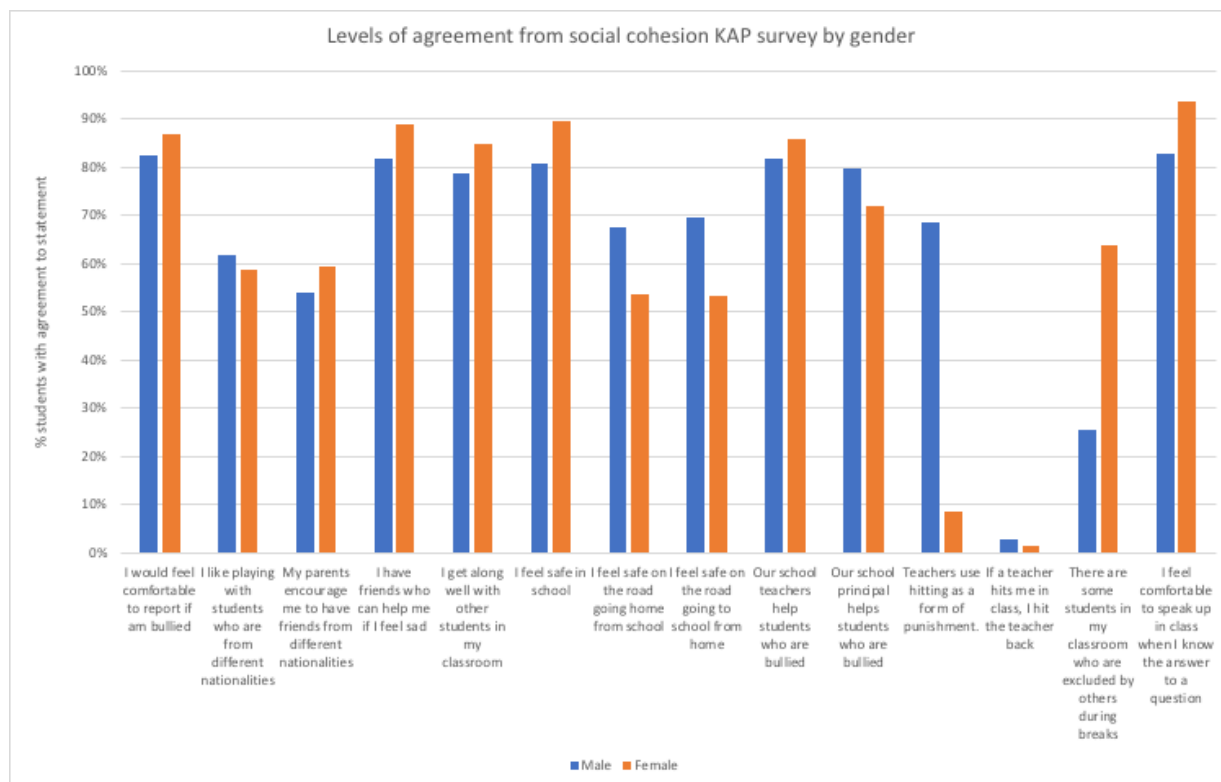
Figure 9: Baseline (Pre-KAP) survey data on social cohesion, bullying and violence in schools from students in NRC target schools, by student sex

What is also interesting, when analysed by gender is the fact that most boys and girls report having strong social connections and friendships. Additionally, most of the respondents identified that teachers and the principal are there to help students when bullied. Social exclusion appears to be much more common phenomena amongst girls than boys, with nearly 65% of girls noting that there are some students who are excluded by others.   A sizeable proportion of girls do not feel safe on the road to/from school (approximately 45%).   Finally, 40% of the students report not playing with students from other nationalities, and this correlates quite closely with a similar percentage of them noting that their parents do not encourage them to have friends from different nationalities.
When the same responses were analysed by nationality, responses were similar to most statements except two. More Syrian (70%) than Jordanian (55%) students reported teachers using hitting as a form of punishment, and fewer Syrian (25%) than Jordanian (40%) reported students being excluded during break times.   The former of these findings resonates with what the prior UNICEF study reference above notes—that Syrian students appear to be more prone to corporal punishment than their Jordanian counterparts.

Finally, by age other differences appear to become apparent. Specifically, as students get older, fewer of them report feeling comfortable to report bullying.   Conversely, as students get older, they are more likely to report playing with students from different nationalities and to have parents who condone such relationships. These trends are noted in Figure 10 below.
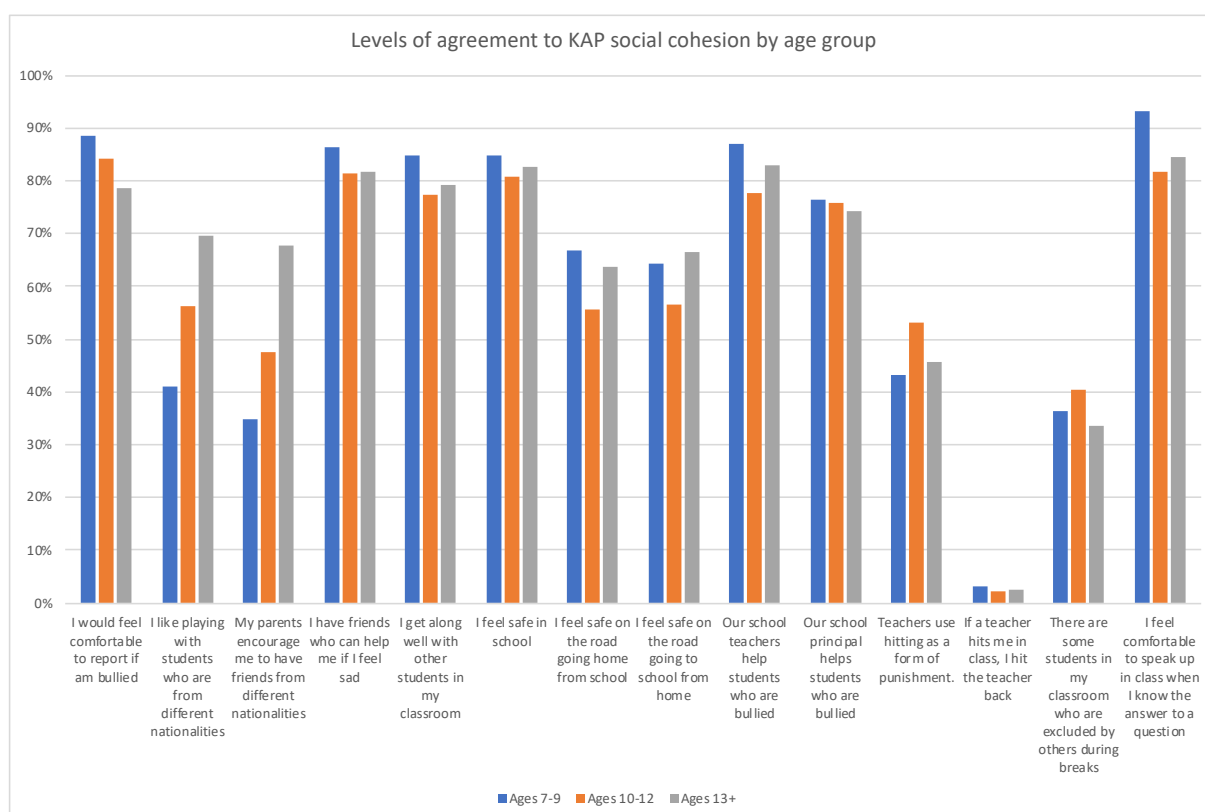
Figure 10: Baseline (Pre-KAP) survey data on social cohesion, bullying and violence in schools from students in NRC target schools, by age group

What is lacking, however, is any cognisance or recognition in the social cohesion programme toolkit of how schools might take data from the baseline surveys from students and teachers and adapt the programme in kind. As an example, from the initial round of baseline surveys, it would appear that addressing issues of corporal violence against students is a more significant and immediate concern in boys' schools, while for girls' schools it may be important to focus on issues of verbal bullying and exclusion that are more pronounced. Instead, the manual and training modules suggest the full package must be implemented, irrespective of actual need. A similar concern is also noted with the maintenance, cleaning, and hygiene promotion programme where it is evident that there are differences in the cleanliness and satisfaction with WASH facilities, particularly for girls (see Figure 4). Despite this, the toolkit itself and the approach to monitoring and support undertaken by the education technical officers, do not suggest a high degree of flexibility or adaptation to beneficiary need. One way to resolve this would be for the data gathered through KAP surveys administered as part of NRC's implementation of the toolkits to be shared with school stakeholders prior to any decisions being made on which activities or issues are most relevant. Working with school stakeholders to identify the issues from the data/evidence gathered, and then using select activities and approaches from the toolkit as a starting but not end point, is likely to engender greater ownership and responsibility at the school level to these critical issues in the long-term.

Stories of change presented previously signal some level of behaviour change on the part of students and teachers, yet it is too early to assess whether such changes are systemic or permanent. Issues such as violence and bias which the programme touches on are ones that require sustained, multipronged approaches which work with a range of stakeholders inside and outside the school. It is something both UNICEF's new violence prevention strategy and the INEE Minimum Standards for Jordan identify quite clearly. Whether and how schools are able to build individually on the starting point provided through the activities in the toolkit remains to be seen, but it likely that on its own, it will be insufficient to addressing the root causes of such violence and bias. In subsequent years of

support to the schools where this toolkit has been introduced in 2017-8, it is imperative that NRC work constructively with schools to identify how improvements identified already can be sustained, and where remaining issues and concerns in this area remain.

Summary

In regards to NRC's social cohesion programme:

- Addressing issues of violence and bullying in schools is a relevant and appropriate response as part of NRC's engagement in host community schools, given it remains a significant push out factor from schooling, and an identified issue in the schools it targets
- The programme itself is relevant to touches on many components that are seen as priorities by the Ministry of Education at present, by increasing awareness on issues of child protection, and alternative forms of discipline amongst duty bearers in the school setting; and strengthening social emotional skills of self-regulation and self-awareness amongst learners. Within NRC's new global education strategy, the programme directly addresses the safe and inclusive learning thematic pillar of the strategy.
- Emerging evidence from the programme suggests that stakeholders in school are able to identify the relevance and impact of the activities that have occurred thus far, but it is unclear the level to which reported impacts are sustainable given the known challenges of changing behaviour and attitudes towards violence.
- It is unclear if NRC's approach to addressing violence and bullying in schools is sufficiently responsive and adaptable to the concerns and needs identified by school stakeholders in the initial KAP surveys. While the toolkit designed by NRC offers a range of activities which schools can then choose to implement, based on need and the age group of students, it does not appear to be clearly enough communicated in the toolkit or the associated training, as well as in the follow up support provided by NRC, how such differentiation might occur.
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Key recommendations:

- The toolkit itself, and NRC's broader approach to addressing violence and bullying in schools, should be reviewed from a gender-responsive lens to ensure there is sufficient flexibility and adaptability key messages communicated and activities conducted to address the identified needs in its target schools;
- The programme should be more explicit in its focus on bullying and violence prevention, and set realistic outcomes based on this focus alone, rather than the broader umbrella of social cohesion;
- Drawing on UNICEF's new strategy for addressing violence against children, and the INEE Minimum Standards, NRC should explore how it can ensure that the behaviours and practices it is trying to communicate can be meaningfully supported and reinforced in the medium to long term. This may necessitate working with other partners to address the issues of bullying and violence and/or considering additional components, such as the Better Learning Programme, that might need to be added into NRC's current response in this area.

Efficiency and coordination

The evaluation was tasked with exploring the efficiency of the programme from a value for money point of view, but also in relation to the other questions of this evaluation—in terms of relevance, appropriateness, impact, sustainability—to assess whether this approach efficiency is actually effective. Alongside this was a need to assess how existing mechanisms of coordination and internal team capacity support or hinder some of the outcomes noted above. This chapter briefly explores these issues.

Programme efficiency and capacity for sustainability/scale-up

A key consideration for programme management from the outset has been how to ensure that efficiencies of costs and staffing can be made for a programme where construction-related components comprise a significant portion of the budget. A large portion of the funding for the host community programming has come from the Norwegian Ministry of Foreign Affairs, with smaller amounts contributed through UNICEF and ARC (Addressing Root Causes) funding. Table 8 below provides approximate figures on the programme budget, costs for each component and costs per beneficiary for these components.

Cost analysis								
Year	Type	Construction Budget*	Rehab Budget	Summer school	Education Activities	sub-total	total operational cost	Total project budget
2016-2017	Operational cost	JOD 1,220,000		JOD 30,000	JOD 35,000	JOD 1,285,000	**JOD 1,597,000**	**JOD 2,107,926**
	Salaries	JOD 150,000		JOD 40,500	JOD 121,500	JOD 312,000		
	Beneficiaries	5,938		325	5,111			
	Cost per beneficiary	**JOD 23**		**JOD 217**	**JOD 31**			
2017-2018	Operational cost	JOD 1,100,000	JOD 200,000	JOD 35,000	JOD 45,000	JOD 1,380,000	**JOD 1,728,000**	**JOD 2,074,199**
	Salaries	JOD 108,000	JOD 54,000	JOD 46,500	JOD 139,500	JOD 348,000		**JOD 2,074,199**
	Beneficiaries	4,341	7,044	469	10,107			
	Cost per beneficiary	**JOD 28**	**JOD 36**	**JOD 174**	**JOD 18**			
2018-2019 (estimate)	Operational cost	JOD 300,000	JOD 485,000	JOD 50,000	JOD 110,000	JOD 945,000	**JOD 1,323,000**	**JOD 1,450,000**
	Salaries	JOD 87,000	JOD 87,000	JOD 51,000	JOD 153,000	JOD 378,000		
	Beneficiaries	300	8,000	1,000	16,000			
	Cost per beneficiary	**JOD 129**	**JOD 72**	**JOD 101**	**JOD 16**		**JOD 4,648,000**	**JOD 5,632,125**

Table 8: Breakdown of programme costs, by component and expenditure type 2016-2019

As a percentage of the overall project budget, however, construction-related costs (staffing and operational) have made up 70-80% of the annual expenditure. The justification for the higher expenditure on the construction is based in part on the sustainable and durable nature of such work, based on the premise that the life expectancy of construction and rehabilitation works in the absence of significant maintenance is 10 years. This allows management to then amortise these costs over 10 rather than one year, reducing the cost per beneficiary greatly.

As might be expected, in the construction and rehabilitation components of the project, the operational costs form the bulk of the budget; while with the summer school and other education components, staffing costs are higher. One of the key things to note is that staffing costs have remained relatively constant since 2016 on the construction and education side of activities. What has changed are the operational costs, which appear to be dependent on number of beneficiaries and numbers of schools targeted. Efficiencies for the education and summer school components have been achieved by: (a) increasing the number of beneficiaries over time by reaching a greater number of schools with the same packages of support; and (b) increasing the number of schools which each education officer has responsibility for. On the latter, when the education-focussed components were first introduced to schools, each officer had responsibility for overseeing its effective implementation in a single school. The meant that an officer spent a significant amount of time liaising with the principal, teachers and school counsellor on the maintenance, cleaning, and hygiene promotion programme. Over time, and alongside the introduction of new components—such as the social cohesion programme—education officers were asked to oversee implementation

of all education components in at least two schools, and sometimes more, dependent on the capacity and skill of the officer, as well as the distance between sites.   This decision was justified out of recognition that a lot of time which education officers spent in schools was not as effective as it could be and was somewhat limited by the operational space they had to directly engage with activities in the classroom. Additionally, significant investments have gone into producing comprehensive toolkits, manuals and training packages with the expectation that school stakeholders can implement components of the programme with reduced directly oversight from NRC following its initial introduction.   Management also takes the stance that these manuals can eventually be stand-alone and introduced into other schools without direct support from NRC or other actors.

Given the concerns raised earlier, however, about the actual levels of ownership over and sustainability of the various components of NRC's programme in the context of other external interventions, it is believed that that this may not be realistic.   For many of the components which NRC is introducing into schools, it is the principal and/or school counsellor who is expected to take a key role in driving and sustaining activity. Yet, the principals interviewed in the course of the evaluation did not appear to have the necessary understanding, ownership, or capacity to fulfil this role. Without such leadership from the top, it is unlikely that the components that have been introduced by NRC will continue with the same level of quality, depth, and impact.   One way to overcome this would be to provide more intensive coaching and mentoring support to principals through the education officers. A challenge, however, is that many of these officers are quite junior and do not have the necessary credibility or experience of working in schools themselves to be seen as peers by the principals or more senior members of staff. Alternatively, and given that one of the team leaders does have that experience and credibility, it may be more appropriate for this individual to be involved in the mentoring and coaching of principals.   As the programme continues to expand, however, this will prove more difficult for one individual to do alone.

Additionally, the expectation for the programme to be brought to scale through production of toolkit and training package, but without direct NRC (or other actor) engagement is highly problematic. Members of the education team interviewed all agreed that it would be unlikely for school leaders and counsellors to take up a new programme without someone from the outside driving it.   What might be more appropriate would be for NRC to create "experts" or "champions" for the various components of its programming within each school, and to work closely with these individuals to move from a position of implementing the toolkit to leading training and monitoring of the activities of each toolkit. While the programme does this to some degree by establishing 'focal points' for each component of its package, clarity about what this role entails, and the actual ownership for continuing to drive the process was not uniformly understood by those focal points interviewed. Additionally, and in the absence of NRC supporting these focal points to eventually lead training and then follow up with implementation in the same way that the technical officers do, this approach to institutionalisation remains weak.   In the region, several good models for local institutionalisation existing—including the Better Learning Programme and Improved Education programmes in Palestine. In the short term, this may necessitate NRC thinking carefully about how the various components can be sustained and scaled up without compromising the quality of implementation and the outcomes it seeks to achieve.   Otherwise, the risk is that numbers of beneficiaries increases but with very weak levels of impact.

Coordination

At present, the NRC team running host community education programming is broken up into two groups—a construction and education team—which are managed by an internationally staffed programme manager. Each team is in turn led by a team leader, who is a national staff member. Both of these team leaders have extensive experience and background in working in the programme, and have good oversight over their respective portfolios, but on a daily basis, do not work closely

with each other. Similarly, each team works fairly autonomously of each other with very little overlap. Much of this is a product of both the historical legacy of the host community education programme, where school construction sat outside the education core competency, and the lack of integration between NRC's shelter and education core competencies at an institutional level. As this changed, and construction team was brought into the education team, parallel structures appear to have been maintained. Some of this was justified based on the differential timing of when each team engages with the school—where typically construction and rehabilitation activities occur first as a form of building buy-in and facilitating access for the other components which then follow.

However, as the programme continues to evolve and mature, with focus shifting away from school expansion activities and towards school rehabilitation coupled with the range of other education components, there is an important need to reconsider how the teams work operationally and strategically. For example, there are untapped opportunities at present for student parliaments and PTAs to be more actively involved from the outset in prioritising rehabilitation needs in the school, shaping and informing decisions that are made about which works to prioritise and how, and be going so building ownership in the works that are undertaken from the start of NRC's engagement with a school rather than after the physical works have been completed. This option, when discussed with the education and construction teams appeared to be well received. Both teams also agreed that there could be greater collaboration and coordination between them.

There also appears to be greater scope for coordination and cross-programme learning across the education core competency. At present, the host community and camp education programmes operate relatively autonomy with little collaboration. This is despite the camp education programme now having an approach focussed on strengthening and engaging with the formal schools in the camp, and the host education programme placing greater emphasis on strands of work that create safe and inclusive environments for all learners, such as the social cohesion, PTA, and student parliament activities—a focus which is a proven strength of the camp programme based on a recent external evaluation.[102] Additionally, the host community programme staff could learn a lot from the camp programme's successful implementation of the Better Learning Programme package, for which there is clear demand and need for wider and in depth implementation in host community schools at present.[103] These same issues also extend to the youth programme where the Youth Specialist specified how to date, "*we haven't created the space for integration of programming, but we recognise that moving forward we need to*." Given the education programme's continued interest in identifying how to work with out of school children and youth effectively, and engaging students more actively in school and community development activities, there appear to be clear opportunities for cross-programme learning with youth.

Additionally, it would appear there has been very little communication or collaboration between different core competencies. This is despite two elements of the project—supporting out of school children into the formal schooling system, and the installation of PV panels in schools—being led by other core-competencies. On the former of these two elements, one of the key grants supporting both ICLA and the host community education programme comes from the Addressing Root Causes (ARC) fund. Within the project proposal it is noted that "*NRC will provide remedial and protective activities for out-of-education Jordanian and Syrian children, and support to access formal education for children and adolescents, including support to obtain civil documentation necessary to enter school.*"[104] In terms of specific action, the proposal identifies that core competencies will work together, "*…using data provided by outreach, VAF, the Ministry of Education schools and existing NRC*

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[102] See Shah (2018) *Evaluation of NRC's education programming in the camps of Jordan*
[103] All school counsellors interviewed mentioned the significant and unmet need for targeted PSS interventions which had a clear structure/process and easy to implement activities. These features are all hallmarks of the Better Learning Programme which has a track record of successful implementation in both Jordan (in camp settings only) and Palestine (in the formal education system).
[104] Addressing Root Causes project proposal (2017), p. 20

programmes [to identify] vulnerable Syrian and Jordanian families with school age children [who are out of school]. Outreach services will provide a range of pathways to provide integrated support to obtain the necessary legal documents required by Syrian children to register and be accepted in public schools. The targeted families can also be supported by other NRC core competencies, such as youth and shelter, to improve their livelihoods enable children to access education." The proposal also notes that once out of school children are enrolled in formal school they will be supported primarily through NRC's existing education programme in the school to remain there, and that other at-risk in school students supported to stay in school through this programming.

Substantively, however, there does not appear to be any shift in programme direction because of this funding, and an explicit focus on engaging with, supporting, and focussing on the needs of out of school children remains peripheral to the core focus of NRC's engagement in host community education settings.[105] Additionally it was readily acknowledged by both the ICLA Specialist and the Education Specialist that the intended collaboration in this area had not really occurred and that each core competency contributed to this goal in discrete ways with little actual cross-over or collaboration. One key area where the teams could come together would be in running training for principals (and school counsellors) of how to manage school waiting list, prioritise, and identify students for enrolment off that waiting list, and better support out of school children and their families once in school.[106] At the same time, making Syrian families aware of their rights to enrolment irrespective of holding official documentation or not (as decreed by the Ministry of Education in September 2017) would be beneficial and something which ICLA and the Education teams could work together to support in Irbid.

In regards to contributions of the Shelter core competency team to the broader rehabilitation/construction programme, again it would seem that little, if any, collaboration, or effective communication has occurred. Separate to the Education team, the Shelter team received a grant from EU to support schools with energy conservation through the installation of PV panels for the generation of electricity. As Table 1 indicates, a total of 24 schools have had these panels installed in 2017, and, including all of the ones which the education programme has targeted for rehabilitation or expansion activities to date. The logic for initially undertaking this work in schools was driven by the belief that if schools were to save money on their electricity bills by generating their own power, and potentially returning excess energy to the grid and generate revenue, they could in turn use those monies for other maintenance activities that otherwise might not occur due to a lack of funds. Both the Head of Programmes for NRC Jordan and three of the school principals spoken to, however, now identified that this was not a realistic expectation. All of the school principals noted that they were still using more energy than they generated, so power bills had not declined by as much as they would have liked. Additionally, they were concerned about the complexity of the new system, and the inability for the school itself to address issues with the system should they arise in the future. Additionally, in some of the schools, the installation of PV units occurred prior to expansion or rehabilitation works being completed and/or commenced. This has created problems for the construction team down the track in terms of needing to work around, adapt or refit the PV systems a priori. The Head of Programmes also discussed how due to the way

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[105] It is important to note that at the time of this evaluation, NRC was considering to implement the Ministry of Education's Drop Out programme in the formal schools in host communities that it currently works in. After careful consideration, NRC decided not to take on this programme given its poor track record in supporting sufficient numbers of students back into formal education or to successful completion of the programme itself. Nonetheless, and as indicated earlier, very few of the new enrolments into schools NRC has expanded are identified as out of school, and the education team has not worked explicitly and closely with the ICLA team to date to select/target school communities where there are sizeable out of school populations.

[106] All principals were asked about how they had or were managing wait list in their schools. Practices appeared to be ad hoc, and in at least two cases where schools had been expanded, the waiting list was not used as the first port of call when enrolments were increased. Rather, it was announced to the community that anyone could enrol in the school and students were accepted on a first come, first served basis.

schools' operational budgets were allocated, it was not tenable for schools to return revenue from electricity generated directly back to the school

At a regional and global level, there also appear to be significant gaps with knowledge management and coordination of approaches to engaging with formal education systems. As already discussed, the Palestine education programme has several years of experience institutionalising SEL/PSS services, improving parental engagement in children's education, supporting teachers to introduce more child-friendly pedagogies, and addressing issues of violence in schools.[107] Yet, what Palestine programme has done remains largely invisible to the Jordan programme, leading to a duplication of efforts, and a loss of opportunities to learn about effective approaches to school-level capacity development and institutionalisation of practices. Similarly, many of the toolkits and manuals which NRC Jordan has developed in the host community education programming might be of interest to other education programmes in the region. As of now, there appear to be few opportunities for brokering this exchange of knowledge, and as a result, lessons learned from one programme in the region do not appear to be transferring over regionally or globally.[108]

Lastly, and somewhat surprisingly, there did not appear to be significant coordination between NRC and other actors working in host community schools on a programmatic level. This is despite NRC being an active member of the education sector working group (ESWG), and having been recently nominated to serve as one of three members of a technical working group which will work closely with the Ministry of Education to implement the equity and inclusion strands of its ESP. In the course of the evaluation, very few other implementing partners working to support school construction/expansion, rehabilitation, and quality improvement components within Irbid area schools were met.

However, when schools themselves were visited, it became apparent there are a number of other externally driven projects occurring in schools or the surrounding community. For example, The Middle Eastern Children's Institute (MECI) offers remedial education opportunities to Syrian and Jordanian adolescents struggling academically, as well as of out of school children during the academic year. MECI operates in the Irbid area and transports students from schools all over the area to the sites (single shift schools) where it operates its programme. Given the issues noted earlier about the short duration of NRC's summer school programme, working together to address the needs of learners most struggling makes good sense.[109] Likewise all of schools visited had Queen Rania Foundation working in it to support beginning teachers. There may be benefits to exploring how NRC's training modules might be better integrated into this broader programme of support. Additionally, Right to Play appears to be implementing a social cohesion programme focussed on bringing Jordanian and Syrian students into contact with each other. Given that the thrust of NRC's programme is not about social cohesion per se, but more violence and bullying prevention, how the two components might work together better is important to explore at present. Finally, the European Union is supporting a large programme at present, implemented by Madrasati, to strengthen and/or activate school committees and PTAs. Understanding how this programme operates and identifying opportunities for NRC to support this national initiative, could be mutually beneficial to both parties.

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[107] This has been largely under the remit of the Our Schools, Our Community Programme, until 2014 and later the Improved Education programme. Two external evaluations of these programmes have been done since 2010, one in 2014 and another at the beginning of 2018.

[108] These are challenges which are well acknowledged organisationally in NRC, and within the new education global strategy, explicit focus is to be given in the coming three years to resolving this through, *"...improved knowledge management, we will ensure that resources and cross-country experience are easily available and capitalised on, encouraging peer to peer learning."* (NRC Global Education Strategy 2018-2020, p. 11)

[109] At a minimum it would appear that there are many things NRC might be able to glean from speaking to MECI about how they have set up the programme, including its utilisation of Syrian facilitators for community outreach, utilisation of single shift schools for remedial education classes

Unfortunately, it did not appear that there was a willingness from the host community management team to such collaboration. When other programmes were discussed, they were quickly discounted as lacking in quality. Yet, within the broader context and operational space, collaboration between partners will be increasingly necessary and warranted. This was a message which came out strongly in all interviews with Ministry of Education officials who noted that in the areas NRC is working in— specifically WASH in schools, rehabilitation/expansion, social cohesion, and remedial education— there are other partners who are also focussed on addressing similar concerns in host community settings at present. These same officials felt that there was a real need for implementing partners to stop reinventing the wheel and identify the strengths and weaknesses of each partners' approach in developing a more aligned (to ESP priorities) and coordinated response. The Ministry didn't believe it was its remit or responsibility to do this. Rather, it argued it was the role of the implementing partners themselves to come together and establish stronger coordination mechanisms.

Summary and key recommendations

This chapter identified that:
- The bulk of the programme's budgets to date have been directed towards expansion and constructed-related activities. As the programme shifts towards a focus on rehabilitation these costs will come down, and a better balance between the infrastructure and education-related components achieved.
- Programme decision-making appears to have been strongly driven by a value for money approach, and largely by a desire to reduce the cost per beneficiary. While this has been achieved for many components, it has been in some circumstances, to the detriment of sufficient attention to quality of implementation and to building school-level ownership and sustainability;
- Internally within NRC, there has been insufficient coordination within the education core competency, and across the core competencies in regards to effective responses in host community settings and/or in engagement with the formal schooling system;
- Regionally, there is insufficient knowledge exchange occurring between country education programmes which share similar target populations and outcomes. This has led to significant duplication of efforts, and a failure to leverage on the lessons learned from other regional education responses, particularly when it comes to processes of local institutionalisation and systems-strengthening; and
- While there is significant overlap between the ambitions of NRC's education programming in host communities and that of other implementing agencies, there has been a general lack of coordination and cooperation between them.

Based on these findings, it is recommended that:
- Opportunities are made available for ongoing learning and exchange between the host and camp education programmes, outside of the strategy review process, and which might potentially involve having programme managers and team leaders working across both programmes, depending on their respective strengths;
- Similarly, and as feasible, the host community education programme should be working more closely with other core competencies in NRC for the targeting of beneficiaries, identification of vulnerable communities, engagement with key school and Ministry stakeholders, and development of programmatic responses that look more holistically at the factors that keep students out of school or push them out of school at some later point;
- Approaches by which NRC is supporting formal education programmes regionally, by strengthening safe and inclusive learning environments for all learners, and by improving teacher capacities and skills, need to be effectively catalogued, shared, and discussed between and amongst specialists and programme managers. This should include the sharing of resources and toolkits as well as past evaluations (internal and external) that have been

completed to collectively identify how a more common approach in the region to local institutionalisation and systems strengthening might occur; and

- NRC should exercise leadership amongst the implementing partners to collectively map out the range of interventions that are addressing common concerns, and better identify where efforts are being duplicated and gaps in services occurring. Better mechanisms for referral and cross-fertilisation between these various programmes should be a key focus of this activity.

Lessons learned and ways forward

The bulk of the evaluation has focussed retrospectively on what NRC has accomplished through its host community education programming to date. This section aims to piece together the various components of the programme discussed prior to identify the added value of having these components in combination with each other, as perceived by the programme team and external stakeholders. Additionally, and in light of a changing context, this section also reflects back on some of the lessons learned from the implementation of the various components thus far, to provide some strategic recommendations for the programme and NRC Jordan moving forward.

A multi-headed hydra or a singular beast?

Beginning very much as a school construction/expansion programme, with the education-related components sitting and being managed outside of this, the programme has evolved significantly to the point it is today as a singular entity with several components.

The programme team believes that the approach they have today is "holistic" and that all the needs that the programme addresses are connected together. When asked how they were connected together, common responses were that they improve student well-being, teacher capabilities, and the school environment overall. The holistic nature of NRC's approach was also a matter identified by principals when interviewed. One described how, "*I see the support NRC provides as holistic in nature. Every part of the programme helps to strengthen a part of our school, which in combination improves the well-being of our teachers and students.*"[110]

The programme manager also believes that the way NRC approaches schools lends itself to this comprehensive approach—specifically by starting with needs related to the physical infrastructure and the poor learning environment which are immediate and apparent, and then moving to long-term needs related to student safety, inclusion, and well-being. One principal in his story of change identified that, "*having enough space for our students is a basic need for our community which NRC was able to address. It has also strengthened the relationship between the school and community and reflects positively on the impression they have our school.*"[111] He went onto note that building this trust with the community is what then allows the school to tackle other issues such as violence and bullying. Additionally, it was clear from interviews that NRC has built its credibility and relationships within the DoE in Irbid through the school construction/expansion component. A challenge with the visibility of this component of NRC's work, however, is that it tends to overshadow the education-related components that also go alongside this package.

NRC's added value

When speaking to school stakeholders and external partners about what differentiated NRC's engagement in host community settings from that of other actors, a recurrent response as articulated by one school principal, is that "*NRC works on many different issues we face in our school, rather than just one problem.*" As such, NRC response to date had been seen as relevant to the myriad of needs facing schools as a result of the Syrian crisis and focussed on improving the quality of learning experiences for learners already in school. Another school principal appreciated that "*NRC's efforts target the whole school population, rather than just particular groups*". Ministry of Education officials interviewed also appreciated the fact that NRC was identifying needs that are also prioritised and articulated in the ESP, specifically mentioning those of remedial education, infrastructure improvements, and addressing issues of violence and bullying in schools.

The other component that frequently came up in conversation in schools, was appreciation of NRC's sustained engagement in target schools. Principals were quick to criticise other programmes noting

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[110] MSC story 68
[111] MSC story 2

that they often introduced an activity or produced a manual with a single school training and would then leave the school never to return again. They appreciated that NRC had been involved in their schools, in some cases several years now, and were constantly following up and monitoring of activities conducted. Several individuals in schools interviewed felt that what NRC was trying to do in many of its components was to change attitudes and behaviours, which they noted required significant investments of time, resource, and energy to do. Hence, it was not only the breadth of NRC's engagement that was appreciated but also the depth with which it went to implement activities.

Identifying the "core" of the holistic approach

For NRC at present, one of the big questions is how the programme articulates and defines the end goal of this holistic approach. The current programme theory of change still separates out the construction and education components into two separate pillars (see Figure 11 below)
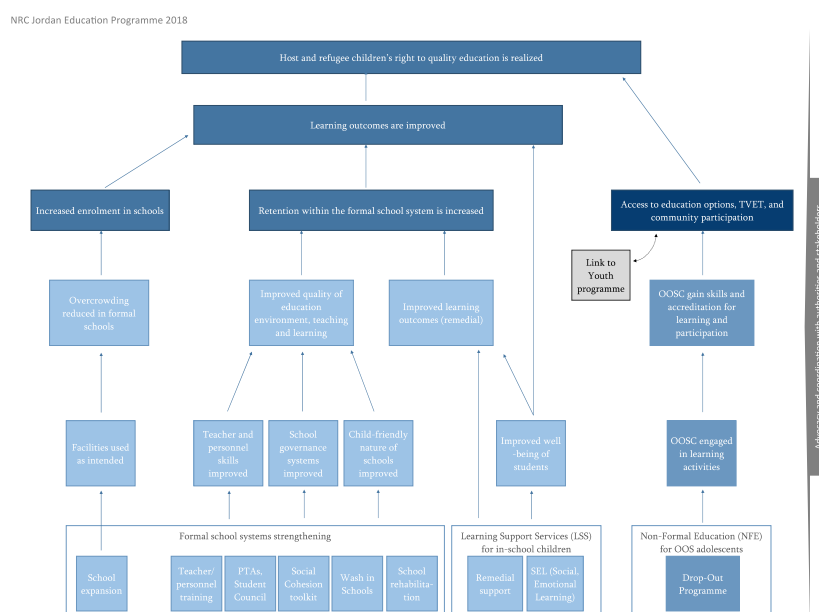
Figure 11: Current theory of change for the NRC Jordan Education Programme

School expansion sits under a pillar focussed on improving access to schooling by reducing overcrowding and increasing enrolments, with the remainder of the host community education programme falling under the "systems strengthening" pillar. This pillar at present feeds towards improving the quality of the learning environment and teaching, as well as learning outcomes, and eventually towards supporting improved retention in school. In light of the findings of this evaluation and the shifting context for the programme itself, these pillars may need to be rethought. As the evaluation identified, there are a number of external risks associated with NRC making explicit links to increasing access for vulnerable Syrian and Jordanian learners, and particularly those who might have out of school prior. NRC has little direct control at present over decisions that are made at the school or DoE level about how and when students are accepted from waiting list, the ability of students to move from double shift into single shift school settings, and the longer-term goal of closing double shifts down. Instead, it appears that are perverse incentives set up at present for schools and the DoE's to maintain double shift schools, even as numbers of students in each of the two shifts drop.[112] Additionally, with NRC's recent decision to not implement the drop-out programme, and expansion activities shifting more towards rehabilitation works in schools, the access-focussed pillar of NRC's work in host community appears to be less relevant at present. There

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[112] This is largely related to the fact that external donors are funding many components of the operation of second shift schools and provide extra support to schools which maintain a second shift.

is little scope at present for NRC to innovate and develop the required flexible, adaptive models of non-formal education programming required for out of school students, given that much of this work is now tightly controlled by the Ministry of Education and a few key partners.

Rather, addressing demand-side (or push out) concerns might be a better focus for the host community education programme at present. The recent UNICEF 2017 Report, *Running on Empty*, identified that 68% of the Syrian out of school population had attended some form of schooling in Jordan before choosing to drop out. Indirectly, NRC can address the continued concerns about out of school children by working to create learning environments that keep students in school. It would seem that addressing the push-out factors from schooling is where NRC should invest its energy and investments going forward.

Within this broad remit, however, some decisions might need to be made about what and how NRC is best able to contribute to this goal. What is clear from the evaluation is that all of the components which NRC currently support do work towards: (a) direct support to the formal school system, but more specifically individual schools/school clusters rather than the system as a whole; (b) addressing some of the push out factors which might preclude students from remaining in school such as overcrowded/unpleasant learning spaces, insufficient or poorly maintained WASH and school facilities, violence and bullying between students and between teachers and students, and a lack of sufficient parental engagement/interest in children's education.

Ideally, these components should work in combination to create a **more safe and inclusive learning** environment for all students. This is where NRC can claim its most immediate contributions towards the broader goal of improving student retention in formal schooling. If the education programme in host community settings were to move towards this focus, each component of the programme would need to be justified as contributing to some aspect of student safety, well-being, and inclusion. This should not be difficult, but it may result in a recognition that not all components are equally as important or relevant, or alternatively that components must be adapted with this focus in mind. For example, it may require rethinking the overall goal and end outcomes from summer school to be focussed towards this aim. Similarly, the focus of parental engagement may need to rethought from this angle. With this objective, there may also be opportunities to introduce the Better Learning Programme (BLP) more fully into the host community setting, starting with BLP 1 and 2, and after assessing capacity at the school level (particularly school counsellors) and support/referral mechanisms, BLP 3 as well.[113]

A focus on quality implementation

Within NRC, it is increasingly recognised that its added value as an organisation in education is in terms of delivering quality programming in humanitarian and protracted crises situation. In the short-term this has typically meant direct service delivery to beneficiaries, but in the medium to long term NRC is increasingly engaging and working within the formal education system. Within NRC's engagement in the formal education system, the quality dimension of such programming still holds true, and systems-level strengthening for programmes globally has typically started by targeting a small number or cluster of schools. From that proven basis and track record of effective implementation, NRC has then been able to scale up aspects of its approaches and influence the broader system.[114]

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[113] School counsellors interviewed made it clear that at present they are in dire need of clear, structured approaches and techniques to dealing with the stressors which students face in dealing with displacement, economic/social vulnerability, family violence, and the experiences of living through conflict. Many felt that they did not have the capacity or knowledge to deal with the situations they are facing in their schools at present, and do not have significant support from the Ministry of Education for this type of work.

[114] In addition, the ability to influence systems is also influenced by the operational context and space given for such institutionalisation to occur.

There is a danger in programming being overly driven by an efficiency imperative, particularly when it starts to compromise quality programme implementation. One of the key lessons from this evaluation are the opportunity costs of programme decision-making that is overly focussed on reducing costs per beneficiary. Quality and sustainability of impact can easily be compromised if withdrawal from target schools occurs too rapidly or without sufficient attention to building ownership, capacity, and leadership within the institutions themselves. While there are many aspects of the context and education system NRC cannot control at present, what it can ensure is that each component it is delivering in schools is driven by considering what are the necessary and sufficient inputs to bring about the intended outcomes for targeted beneficiaries, both immediately and in the period after NRC leaves the school. Unfortunately, manuals and toolkits alone will not suffice, and as experience with the institutionalisation of BLP has shown in Palestine, there is a constant need to return to, support and continuously build on the capacity of experts and/or focal points in schools.

Data for formative learning and targeted implementation

Significant amount of data has been collected from each component of NRC's host community education programming through a range of M&E tools. To date, however, the majority of these data have been used for monitoring and reporting purposes only and not to drive programme direction or refinement. Baseline surveys and assessments, for example, have been administered only to show improvements over time, and not necessarily to determine if these data support the premise on which the programme design is based. Part of the challenge has been that with each component having its own sets of M&E tools, with no shared umbrella measures that unite the programme activity together. The result is that a significant amount of the teams' time ends up being devoted to collecting and collating data for each component. By the time analysis is then completed, programme activity has typically begun leaving little opportunity for changing approach midstream.

Moving forward, and with a unified set of outcome measures for the programme in place, there is the potential to rationalise M&E processes and tools to capture a smaller set of outcomes. For example, under the umbrella of promoting students' safety, inclusion, and well-being, a single school climate and/or student well-being survey could be used for all components. With this baseline data in hand, decisions could then be made on which components of NRC's host community programming are most immediately necessary and relevant to each school population and group of learners NRC seeks to work with. It would create an education programme that is more responsive and adaptive to the particular contexts it is working in, and potentially engender better ownership over the activities that then follow. Rather than divorce school level actors from this decision-making process, there could be significant benefits in working alongside them to decide on the response that takes shape. Doing so role models the types of evidence-based decision-making and planning which several components of the programme stress, and importantly, helps to build buy in and ownership with school stakeholders early on.

Annex One: Most Significant Change Stories Collected

1. From Village to City (Parent, Syrian)

Our family moved from a small village 2 years ago. When we moved, I was very anxious and fearful for my girls, because we used to hear a lot of negative things about schools in the city. I visited many schools but wanted this one for my girls. When they first arrived it was difficult, they were bullied in schools for having slightly darker skin and their academic performance was getting worse. The counsellor in school helped them, and they told us about summer school where they can get better. They benefited greatly from the summer school, because they've had to attend school in Syria, Egypt, and Jordan, and having the teachers go through the basics of English, Arabic, and Math with them made them better students. It also changed them in other ways. Specifically, they attend the second shift and don't have Jordanians in their classes. During the summer school they got to meet Jordanian girls their age. There were some social tensions before, but through play and activities they now have Jordanian friends. Although I was very worried moving to the city, this school has eased our transition. In the past two years it has given my daughters chances to explore themselves, they have access to a library, labs, and other activities. The school invests in my daughters. My daughters always tell me how their school is also continuously being painted and renovated, this keeps them motivated, their relationship with the school gets stronger, they feel they are in their own homes.

2. Building the trust (Principal, Boys School)

Our original school building, built in the 1960s had classrooms that were too small and insufficient for the number of students we had enrolled in the school.   These classrooms had on average 42 students in them, and the students were crammed into the space.   The school had to have a waiting list, and we were unable to offer Grades 11 and 12 at our school because we had no space.   Students from our community had to travel about 20 minutes to the next nearest school and their results on Tawjihi as a result of the travel they had to make each day, suffered.   Then the Syrian crisis hit and a number of refugees came to our community. Many wanted to enrol their children in our school, but we did not have enough space. I tried, as best I could to accommodate about 20 of the students, to the point where we had to put desks and chairs outside the classroom doors to fit the extra students. But there were still about 180 Syrian students who remained on the waiting list and were unable to come to our school.   NRC then offered to build a new classroom block at our school. After the new building was constructed, we were able to open up two new classrooms for Grades 11, and two classrooms as well for Grade 4. This allowed students from our community who used to travel far to now attend their final years of school close to home.   The new classrooms also allowed me to open up the school to more students, and I announced to our community that anyone who wanted to enter could now enrol. Since the expansion the number of Syrian students has increased to about 60, with the rest who were on the waiting list now attending the afternoon shift in another school or having moved to other places.   For our bigger classes of 44, we have managed to move them into the new school building where the classrooms are larger, so that the students in general are able to learn in less crowded classrooms. For me, having enough space for our students is a basic need for our community which NRC was able to address. It has also strengthened the relationship between the school and community and reflects positively on the impression they have our school.

3. Maintain your school property (Male, 14, Jordanian)

Two years ago, there was a lot of vandalism in my school. Students used to damage the desk, draw on walls, and break windows in the school. They were very careless. Last year, our teachers

implemented special activities to increase our awareness about how we might take care of and maintain our school. We began to understand the effects of poor infrastructure on our learning, particularly that with a destroyed school, our wellbeing for studying will be very low.   Now my friends and I feel happier to study because our school is a pleasant environment. It helps motivate us to keep our school organised, clean, and maintained.   It also encourages us to come to school every day.

4. The story of my school holds my spirit (Parent, Syrian)

My children used to complain to me about their school all the time. In particular, they would tell me how unclean it was. The latrines were so dirty that they would not use the toilets all day. They would constantly beg me to move them to another school.   But then the school undertook a WASH programme. The school management and teachers raised awareness about the importance of keeping themselves and the school clean. They would also ask students to clean their classrooms and the school yard three or four times a day. Recently, I got a new job in another area and discussed moving my family closer to my new job. But my children refuse to move because they told me they would like to remain in their clean, comfortable, and secure school.   So, I've let them stay in the school and I'm travelling more than 20 minutes each day to reach my workplace. This is because for me, the most important thing is that my children feel happy and safe.

5. Build together (Teacher, Male)

My students used to come to school dirty and did not take good care of themselves or their bodies. I tried to have conversations with them about this issue, but it was a sensitive topic and did not know how to go about it properly, so I just ignore the problem after a while. Then I was given a tangible tool to raise this issue with my students with the WASH manual.   I can see this manual and the tools and lessons in it really working! By implementing the manual, I have managed to build a strong relationship between my students and I, and to discuss topics that are of concern to me. For example, I know now how to raise awareness and action on making our bodies and the environment around us tidy and clean.   I feel grateful that I know have tools to change students' life on a daily basis in a positive way.

6. Evolution of my culture (Male, 14, Jordanian)

For a long time, I've now been a weak student. My marks in Mathematics, Arabic and English were low.   Then, my teachers discussed a summer school programme that would be starting in the school for students who were struggling. I asked to be enrolled and sat a test at the start.   At first, I was worried that it would be just like school. But the teachers approached the subjects in a different way, and I liked the ways the teachers taught me in the summer school…even the life skills component was taught in an interesting way which made us collaborate with others. Through the summer school, I learned the English letters, and digits. In Mathematics, I improved my knowledge of multiplication and division. And, in Arabic, I learned some new words and improved my grammar. I felt that I also learned from my teachers how to be honest, empathic, respectful, and passionate. I've become an active person, full of self-confidence, and this has affected me positively in my day to day life.

7. Beauty and the teeth (Male, 14, Jordanian)

I used to be very shy to smile on front of others because my teeth were very dirty with a yellow colour. I didn't use to brush my teeth daily. One day when I was at school, my homeroom teacher started the class with an activity discussing how to brush teeth.   I was happy to finally learn how to

brush my teeth properly. I also learned what happens when you don't brush your teeth—like get cavities and suffer decay.   From that moment I decided and I promised to myself that I would brush my teeth at least two times per day. After one year of brushing my teeth, I now have pearly white and shiny teeth. Now I'm proud of my beautiful smile. I will smile and smile and smile, and don't try to hide it in front of my friends.

8. A clean environment (School counsellor, Female)

In general, as a girls' school, there has always been a general sense of cleanliness already amongst our students.   But our efforts to communicate this to our students and to encourage them to keep the school facilities clean and tidy took a lot of effort and was more ad hoc. Then NRC came into our school and introduced a WASH programme. They provided, a manual which suggested a number of activities for different members of the school community to implement.   The manual specified what teachers should be doing with their students and invited parents to develop a partnership with the school around this focus.   What was good about the manual is everything in it was actionable and practical, rather than just theoretical.   And many of the activities helped to motivate the students, teachers and parents to take action.   For example, the classroom competition activity has encouraged students to take responsibility and pride in keeping things tidy by awarding the cleanest classroom a prize every week. As a result, we now have a more organised and standard approach for keeping our school clean.   Everyone understands their responsibilities as part of this. There appears to be greater ownership now for both personal and school hygiene. Having this support from NRC allows me to manage the multiple demands on my time in a more effective way.

9. My role as a teacher (Male, teacher)

As a science teacher I always was disappointed from the lack of teaching materials in the school. I tried my best to make some make some of the materials to teach the science lessons, but some required materials which I could not make myself.   I saw that not having these things made it more difficult for my students, particularly those who were already not achieving. Last year NRC provided us with pedagogical materials for a range of different subjects, including Arabic, Math, English, Science, and Geography. Not only that, they trained us on using these materials, and I was impressed with what they taught us in that session.   Immediately, I imagined how I might use these materials in my classes and have since started to use them. Having these resources has really empowered me—increasing my confidence to teach and my ability to support all my students.

10. Passion for the future (Parent, Jordanian)

We live in a village which is far away from the city centre.   Yet, like all communities, we stand concerned for the future of our children and encourage them to enrol in school and succeed in life. This means they need to enjoy learning and to succeed academically. Unfortunately, being far away from the city, our village is often ignored, and there are few services and supports for the students in our village who struggle with learning. We do not have tutoring classes or other remedial support which those in the cities have for their children, and unfortunately many of us do not have the capacity to support their learning at home. Two years ago, though, NRC started a summer school programme in our school. The aim was to work with the students who were not doing well academically and support them over the summer.   Many of the students in our village attended this summer school. They would return home each day excited about what they had learned, because the programme made learning fun for them…so much so that our children did not see it as being in school.   They would give the students a banana and biscuits each day, and this would encourage them to return back. At the end of the programme, we could see that for many of the children in our community has improved their academic performance, particularly in English and Mathematics. NRC's support over the summer has reinforced the message we try to communicate to our children

about the importance of learning. It has helped them to build their knowledge and strengthened our community as a whole.

11. The activeness of my children (Parent, Jordanian)

I have two children in this school. A year ago, my children didn't like going to the school. They would watch television until 3am and would always be late for school. They were also careless with their schoolwork and didn't make it a priority.   But last summer, both of them were registered in the summer school programme.   I was shocked when they started coming home with excitement and enthusiasm about the activities they were doing, and how the teachers would mix academics, recreation, and life skills activities together to make learning fun.   They spoke with such passion about what they were learning, and even started to go to bed early so they could wake up early and go to the summer school programme on time.   And, unlike school, in the summer school programme there was no violence and bullying, and it helped to build my children's trust in the teachers and with the other students, who were mixed Syrian and Jordanian. The summer school also regularly communicated with us parents and worked to engage us in what our children were learning. Through the summer school, my children now are more enthusiastic about learning and get to school on time.

12. How beautiful is hygiene, but how great it is when its within us (Parent, Syrian)

When I first arrived to Jordan I had my daughter enrolled in a private school. We were new in Jordan and we didn't know what other options we had. Then I heard about this school and registered her here. With time, it became a second home to us. The education is excellent, and I feel safe having my daughter come here every day. She's become more motivated thanks to this school. There's many programmes for her take part in here, but the programme that had the most influence on our lives was the personal hygiene programme. My daughter was injured in Syria, leaving her with a disability in one of her legs. This was affecting her both physically and emotionally. With the hygiene programme my daughter now takes good care of her health and her hygiene. She is healthier both physically and mentally due to her new habits. Personal hygiene does not stop at the personal it extends to the home, to the school, to the community. My daughter now has awareness now, she's curious about hygiene. It's not only my daughter that benefited, previously we used to have cases of lice every year…the majority of girls would get it. This year it was reduced by 80%. The programme also helped the older girls in the school. When we came from Syria, many children arrived with no parents; many have lost both their parents and had to live with relatives. Fear and anxiety would take over when puberty hits. We would have cases in school when a girl started menstruating and she wouldn't tell anyone for months. With the WASH programme, these girls were provided support. We were able to prepare girls for puberty and give them the emotional support and guidance they need.

13. Good Morals (Student, Female, 12, Jordanian)

I used to not behave nicely with my friends or with my siblings and I had a very short temper. One time, my friend dropped a new pencil case that I bought and really liked and broke it. I instantly shouted at her and told that she is stupid and dumb. I didn't talk to her for a long time until the teacher got us back together. Recently, the student counsellor and the teacher taught us about bullying. They did so through many activities. I remember once they gave us an example about the impact of bullying using toothpaste. She squeezed all the toothpaste out of the tube and asked a girl who was saying bad words to get the toothpaste back into the bottle. She couldn't. And that was the point: that the words that come out of your mouth can't go back. From this lesson, I really learned how to interact with others. If my friend did something by accident again now, I wouldn't react in the same way. I would tell her to take care next time because when you hold things for others you are

supposed to take better care of them because they do not belong to you. I used to know most of the things about bullying but I wasn't aware enough on how to apply it in my life. Especially about girls' behavior and the good morals we are supposed to have. I can definitely feel the difference. Now it feels much better because my friends can trust me and feel more comfortable around me.

14. No Title F (Parent, Syrian)

My 6th grader have been enrolled in the school since the first grade. She enjoys the school, but lately she has been complaining more about the WASH in Schools programme. She tells me that it is not her job to clean the bathrooms nor the classroom…that is not why she attends school. I keep telling her that school is her 2nd home and it is nice to keep it clean, but she argues that when they come to the school they find It all dirty from the students of the 1st shift. She doesn't like the fact that the 1st shift students leave the school dirty for the 2nd shift students and feels that they should take on their responsibilities to keep the school clean as well.

15. A student's personality (Male, 14, Jordanian)

I used to study in a private school, but that school went up to the 6th grade only. So, I had to change schools when I started 7th grade. We came to this school because I live right next to it, but I was not really happy about coming here. The school had a bad reputation, especially academically. Very few students graduated from the school. But the school principal reassured my father that the grades for students have increased during the past two years, with the proof being that students have started graduating from the school. My father decided to enrol me in the school. I have to admit, being here has been a totally different experience for me. During my first semester some students were rude to me and bullied me, but in the 2nd semester it got better. I don't really know the reason behind this improvement but am glad it happened. The education here is weaker than it was in private school. Some teachers yell for no reason and my grade average is lower than it used to b. But, some of the teachers are really helpful and try to support us, except for one teacher who hits me more than other students even if I didn't do anything wrong. I told my dad about this and, when my father shows up, the teacher tells my dad that I am one of the better students and he would never hit me.

16. The impact of school environment on learning (Teacher)

Our school had been in bad condition for a long time. The classrooms were cramped, so much so that when it came to taking exams, the students had to sit on the floor.   We tried to change things, and fix things when we could, but couldn't make a difference. For example, we even resorted to using cardboard to close broken windows when it was cold. Then a big change occurred when NRC came to our school. The WASH blocks were improved, and lights, doors, floors, and windows were all repaired. What was nice, though was that not only did they repair the school, but they also supported us to change students' behaviour and to get everyone in the school to agree to maintain all the infrastructure changes that have occurred.   Because of this, the students are now more aware of the importance of keeping the school clean. To me this is the biggest change because even if you put the children in a better learning environment, if they don't take care of it, their behaviours and actions will ruin things again.   Now we have good facilities that our students take responsibility for.

17. Opportunity (Parent, Syrian)

My daughters used to be in a private school. I was not thinking about changing their school, but then others in the community told me that there were lots of positive changes going on so I decided to try it out. The teachers here are excellent, better than the private school. My daughters here are even

performing academically better than private schools. This school made my daughters more independent and confident. For the first, time my daughters love school. Yesterday the school told me about a summer school they want to take part in, and they are excited about it. Every year during summer I enroll them in something. They like being engaged, and the summer course like this one gives them the chance to be so.

18. A big change (Syrian, 16, Male)

When I started school here five years ago, it was not a very pleasant place to learn. Many of the classrooms were very small and overcrowded with students. All of us would need to sit very close to each other on desks that were too small, and there was no space for the teacher or the students to move around the room.   Because the classroom was so tight, students would often annoy each other and there was a lot of fighting in the classroom.   It was also hard to focus on what the teacher was teaching, particularly on hot days when there was no breeze in the classrooms.   Yet, we had no choice but to come here to study, as there was nowhere else for us to go to school. Then NRC came to our school and improved all the classrooms with better lighting, new furniture, and fans.   They also built a new building with bigger classrooms. Now the classroom environment is much improved. Our new classrooms are not as cramped. The new desks we have are larger and allow us to sit comfortably. The fans keep us cool on the hot days. All of the classrooms now have working lights, so now when it is rainy and dark, we can still see the board.   The teachers can now move around the room and help us when we have a question.   As part of this change, we have also learned about taking responsibility for our classrooms and have a cleaning schedule so our classes and the outside spaces stay cleaner. All of this makes our school a nicer and more comfortable space for us to learn.

19. No title B (Parent, Syrian)

It has been 6 years since I arrived in Jordan with my family. When we first arrived, we lived in another village. There I had to register my children in two different schools because there was not enough space in one school for both of them at first. Then we moved to this village two years ago. When we moved I tried to register my children in this school, but it was a full capacity. So, my children stayed at their old school and would walk from one village to another. It was a long distance for my children to walk.   Then NRC came and constructed a new building at our school and also rehabilitated the old classrooms.   Finally, space opened up in the school and I managed to get my children into the school. I'm happy to have my kids going to school close to their house. The only issue now is that I cannot get a lot of feedback on my children because I am a Syrian parent and it's difficult for me to make good relations with the teachers.

20. Self-confidence (Male, 13, Jordanian)

I have always been a shy student and typically afraid to speak or express myself in front of other students.   So, the big problem I've faced in the classroom is that I'm often too afraid to work with other students or participate in activities conducted by the teachers.   Then, last year, I joined the summer school.   The teachers there were kind and encouraged me to participate in the activities with the other students.   They supported me to break the ice. I was also encouraged by the Syrian friends, all of them whom I didn't know before, who were also shy. I realised that there weren't many differences between us and are all the same in one way or another.   And slowly, I started to participate step by step. Now, I am more confident in myself, and feel that I can talk, play, participate and discuss things freely with the other students without being shy anymore.

21. Importance of cleaning in our life (Male, Syrian, 16)

When I came to the class five years ago, the school was not very clean.   We used to only have one rubbish bin for the entire school which was located near the toilets. This bin would overflow with rubbish, and rats would gather around there. The toilets were so dirty—full of other people's excrement, with running water working only one day per month—that I would avoid using them and even going near them. The teachers would try to get us to keep the school and our classrooms clean, but because of these conditions, many of us did not take responsibility or share concern for the cleanliness of our school.   When NRC came to our school, they helped to rehabilitate our classrooms, provide new furniture, improve the toilets, and provide new rubbish bins.   The teachers, using a manual provided by NRC, taught a number of WASH activities which shared knowledge about why keeping ourselves and our school clean and tidy was important. This was reinforced by the PTA and the student club who encouraged students to take responsibility for keeping our school clean and ensured that we made such a commitment. Now the other students and I have ownership and pride for the cleanliness of our classroom and school.   We take responsibility for keeping it clean. The improved environment at our school makes me feel better about myself and being here at the school and has also improved the reputation of our school in our community.

22. No title G (Student, Syrian)

The school has been generally a clean school since the day I joined, and the overall environment has been good, but there is always room for improvement. Last year I was introduced to the WASH in schools programme. Some of the activities were fun, such as creating drawings to be put up on walls showing the proper way of disposing of garbage and washing your hands. What I enjoyed most through the programme was becoming a role model for younger students. When every they see me cleaning and picking up my garbage they would do the same. This has increased my confidence in myself, and it has led to an even cleaner school and environment

23. Creative teaching (Teacher, Female)

I have been an English teacher for a number of years.   For most of this time, my teaching approach with my students was quite traditional, and I had a limited number of techniques I was able to use to engage my students. Most of the time I would lecture to the students, and once in a while I would mix it up by using open pair, closed pair discussions, or a group work activity.   Many of my students, particularly the weakest ones, would be bored with the way that I taught and were not active participants in the classroom. I could see that their achievement suffered. There was very little I could do to change this situation, and I struggled to get support from others within the school on how I might motivate these students better. Then I was given the opportunity to be a life skills teacher within NRC's summer school programme. I was curious to try teaching a new subject, explore new content, and address the challenge of introducing something that is not normally taught in the formal schools to the students.   As part of being a summer school teacher, I was given a series of lesson plans which included teacher notes. These teacher notes gave me some guidance on ways that I could teach the topic of the lesson in interesting and creative ways. I was also supported by the technical officer who would visit my classroom, observe what I was doing, and provide feedback to myself and the other teachers on how we might better implement our lessons.   Through this process, I could see I was effective, and that the students were engaged in what I was teaching them. I could also see that the students were showing improvements through these methodologies, particularly in Arabic, English and Math. The parents as well could see these changes, and for the first time realised that their students could learn through play…something they had resisted in the past.   After summer school, I made a decision to take what I had learned and implement it in my role as an English teacher. Now, I regularly use role plays, videos, photos and games to teach my students the subject.   For example, with a recent lesson on Independence Day, I decided to start the lesson with a warm up activity. I used a picture of people waving flags as a brainstorming activity to get the students discussing and talking about the topic.   I also used dialogue and role play, using

flags, to simulate the celebration of Independence Day.   I can see that this change in my teaching approach has improved my students' motivation for learning English. They no longer feel that they are forced to learn but are wanting to learn because they find it interesting and engaging. Their achievement has also improved. With these new approaches, even my weakest students are able to participate and learn, and I have a stronger relationship with all of them.

24. The different life of the school: Past and present (Male, Jordanian, 17)

Even though I have lived in this village my whole life, my family decided to send me to another school five minutes away by car because this school did not have a good reputation. At that time, it was known to be very overcrowded, unclean, and poorly run, and with students who did not behave well. Then, the school had a new building constructed, which opened last school year.   When this happened, I decided to move back to the village school because I could see the classrooms were not as crowded anymore, and that the students were behaving better than before. I see many differences, now that I am here, between this school and my old school. I particularly like the new building, with its colourful painted walls, and new furniture which is more comfortable to sit in.   I can see that here, the level of academic achievement also seems higher, because teachers deal with the students in a different way.   Here teachers show more respect and compassion to their students and are well connected to the families and community.   And students, who are all from this community, are more able to communicate with their teachers, who are also their neighbours and family members.   For me, I am happy to now be going to the school in my village, with other members of my family, and to not have to travel outside of it anymore.

25. Fun before education (Female, 14, Jordanian)

In the previous years, summer time was not that fun. I used to get bored at home and either watch television or look at a magazine all day long. But last summer was so different. I participated in the summer school programme and it was so much fun. I made many new friends there and we were able to play and study at the same time. This is something we don't have in the normal school days. Even when we were learning, teachers were incorporating many activities to explain for us the material. The one thing that I was really happy with is memorizing the multiplication table. I wasn't able to memorize it throughout the school year, because I had too much other studying to do. But in the summer school, I had the time to do so and it felt great to finally focus on this. I really feel like I became smarter.

26. With love and passion we can achieve our aims (Teacher, Male)

As teachers, we all know that the Ministry of Education regulations do not allow us to severely punish students in the classroom. But knowing this, and then having the ability to discipline students in another way is something different.   In the past, when students would misbehave we felt we had no alternative but to hit students with a stick or to yell at them. A few months ago, though, NRC introduced all the teachers in the school to a social cohesion programme, part of which increased our awareness of the importance of children's rights. It also introduced us to new techniques and tools to address issues of misbehaviour and aggression in non-violent ways.   After the training the other teachers and I returned to the school and discussed with our school committee how we could trial and practice some of what we had learned in the training.   We started to think twice before punishing a student severely and reflected on their rights as a child.   Specifically, we recognised that we needed to think more about what a students' misbehaviour was being caused by, and how we might address the reasons for this constructively. We needed to identify and respect their needs and communicate with them openly. For example, I realised that some of my students were leaving school not to be naughty, but because they were thirsty and wanting to go out and buy some water. So now I keep water in my car, and when one of them wants to leave class to get water, I hand out it

out to them in class instead. We also started offering praise to students.   While not all the discipline techniques we were shown worked, some of them did. We started to observe through these actions that the violence and aggression students had towards each other and towards us teachers started to decrease.   Through NRC's training, I can now see ways that we can reduce misbehaviour and violence without resorting to violence ourselves. I understand how aggression feeds aggression, and that to break the cycle we need to do things differently.

27. Your hygiene is equal to your health (Male, 13, Jordanian)

Before implementing the WASH program by the NRC, myself and the other students thought that we were washing our hands in the right way. But we were all surprised to learn that as part of washing hands, there are a series of steps. To not forget these steps after we learned them, they were written on the hygiene kids distributed to students.   Through the school parliament, we also set up a poster competition to select the best one which would then remind students all the time about how to wash hands.   After implementing these activities, myself, along with the students have learned how to wash our hands correctly and it reflects on my health and feeling of happiness.   I've learned that a healthy mind is connected to a healthy body.

28. I Miss the Past (Female, 10, Syrian)

I've been in this school since 1st grade, I used to love it. There was a huge garden with a lot of olive trees. I used to go there every day with my friends to play. I even used to try and plant my own tree, I'd water it every day during recess, it never grew, but I loved it anyway. But a few years ago, they got rid of the garden and built a new building where it used to be. Now, there's only a tiny piece left of the garden. It's much smaller, and we're not allowed to access it. The new building also separated the classes and now the entire school is not together. However, because of the new building I now get to have my younger twin sisters with me in school. Although I missed the garden, the new building did bring good things to my life.

29. A student's personality (Male, 15, Jordanian)

I used to live in Kuwait. There my school was better. The curriculum was stronger. It was cleaner and more beautiful. There even used to be facilities for washing hands in every class. Then, my family moved back to Jordan. I came to this school because its near my house and it has a good reputation. I was nervous the first day I entered the school and I still am. I still fear the teachers. Some teachers don't know how to discipline the class and tend to hit us. They discriminate between students; I really don't know why. But they would neglect some and care about others more in the class and give them more attention. Most of the time this makes me frustrated also outside the school. The way the teacher treats me, makes me hate coming to school. I often wonder how the teacher will treat me tomorrow, and whether he will give me any attention, or ignore me and only pay attention to the strong students. But one change I have noted between the first and second semester is that the school has become cleaner and teachers are talking more to students about taking care of the classroom.   I think this is important because it the building is clean and nice, then you are psychologically more comfortable and able to learn better.

30. School's cleanliness (Female, 9, Jordanian)

My mother works in a school that is a bit far from my house and she registered me in it. When I started school in the first grade, I was registered here. But at that time, the school was very crowded and there were 52 students in my class. My mother, who works in another school far away from my house decided to enroll me in her school. At my other school, there were only 25 students in a class

which was much better, but I got really tired from the long bus rides and couldn't go there anymore. So, this year I came back to this school, closer to my house. I still miss my old school because my friends were nicer and we didn't fight. And the classes are still bigger, even after the new building was constructed, with 38 students in my class now. But lately the school has started to look much better. On the first day of the second semester, everyone was surprised with the freshly painted walls and the nice drawings on it. It felt, all of a sudden, as if I was not in the same school anymore and had instead come into the wrong place. I felt so happy because my school looks much better and I enjoy coming everyday now. I really like to keep it clean and beautiful so I focus on listening to our teachers when they tell us the right way to behave and clean the school. They keep on telling us to remove the garbage and ask us to remove the empty bags from the ground when the recess ends before starting our sports class. I always do, because I consider it a disrespectful matter not to when I see my teachers cleaning and wiping the as well.

31. My school for the better (Parent, Jordanian)

I used to send my son to this school, but at that time it was very run down.   The classrooms were overcrowded and facilities falling apart. Many of the windows and doors of the school were broken, and there were cement blocks scattered here and there throughout the yard. The school was not a safe learning environment and the result was that the achievement of students suffered. I decided to move my son to another school, located far from where we live, which was not as crowded and in better condition. I used to drive him back and forth to that school every day, despite this school being very close to our house.   Then, thanks to NRC's generous support to the neglected schools in Southern Irbid, the school facilities were rehabilitated and a new building constructed. This allowed it to accommodate more students, and in less crowded conditions. In addition, the school became cleaner and students learned to adopt better hygiene practices. The school also now offers remedial classes over the summer which reflects positively on students' academic achievement. These changes led me to enrolling my son back in this school again. He is now able to walk to school again and because I don't need to drive him to school, I am no longer late for work anymore.   I feel confident in the quality of education provided here now, and I am positive about the results my son will achieve given the safe learning environment he is in now. Without the presence of this healthy learning environment, a child cannot possibly achieve.

32. Helping the school (Syrian, 17, Male)

I used to not be an active member of the school community because the school environment was depressing.   The facilities of the school were falling apart and neglected, and students were not discouraged from vandalizing the property even more. But then the facilities were rehabilitated, and the environment of the school started to change.   With these improvements, I decided to join the student parliament because I felt that I wanted to take care of the school and its students.   After joining, I was part of a group of students who implemented various awareness campaigns across the school, and to have a positive aspect on students' lives. For example, through a poster campaign, we managed to reduce students' consumption to cigarettes. Through another campaign, we have tried to prevent students from dropping out of school. We've also been support efforts to ensure the school is kept clean and tidy.   All of these activities have worked to improve the common good of our school community, but also helped me to feel like I am an important member of it. I've grown as a person and feel now that my role in the school is both validated and critical to its success.

33. Hygiene is virtue (Female, 16, Jordanian)

Before enrolling here, I attended to two schools in Jordan, but this is the one I like the most. I've been in this school for two years. The teachers are great and I learn more here than I ever did before. Not only did I learn more academically here, but I learned a lot about hygiene. We've learned about

personal hygiene and classroom hygiene. We've been given lectures, took part in competitions, asked to include health in drama and plays, and celebrated world health today. Before I wasn't very aware of keeping my community clean, I used to litter. Now I no longer do that. I also take better care of my personal hygiene and I see how it reflects on how people see me. Playgrounds used to be very dirty, now everyone picks up after themselves. Before this programme you'd walk into some classrooms and you'd find them dirty which would reflect badly on the students' mood. With cleaner classrooms we now see happier students.

34. The school and I (Male, 17, Syrian)

When my family was forced to move from Syria to Jordan, we lost all of our identification papers. This meant that when we arrived in Jordan, it proved to be a very long process for me to enroll in school, and only a couple years ago was I finally able to be registered. When I joined this school, I was really happy to be part of it, and to be able to learn again. The students were all very welcoming, and I've been able to be successful academically because the curriculum in Jordan is a lot easier than the one we used to study in Syria.   I decided I wanted to give back to my school community and decided to join the student parliament. I could see they were more active in keeping the schools clean after the maintenance work had happened.   I and other members of the group, we have facilitated a series of activities that were all successful and yielded a positive impact. The most successful of them was our cleaning campaign, because now most of the students cooperate and take responsibility for keeping the school clean. Today the school is a happier place, so much so that you can't even compare it to what it was like before.   Because the school is so nice now, I'm willing to continue supporting the cleaning activities to maintain the 'luxury' of the conditions we currently have. Together, I feel like the other students and I have made a positive change in the school.

35. Hand by hand, keeping our school clean (Teacher, Female)

Before NRC came to our school and introduced the WASH programme, no one took responsibility for keeping our school tidy.   The first shift students used to argue that it was the second shift students' role to clean the school at the end of the day while the second shift students argued that the first shift students also had a responsibility in this.   In turn, the principal used to place a lot of blame on the teachers for the mess, and the teachers would pass that blame onto the students. We would spend a lot of our limited class time nagging students to clean up, reducing the amount of time we had to teach.   No one was clear on their role and responsibility in keeping the school clean.   With the WASH programme, which was well structured and organised, we were given a clear plan for how we could resolve this situation. We wrote a code of conduct with our students, which made it clear that keeping the school clean was a shared responsibility between all stakeholders in the school. This was then followed by developing a school cleaning schedule that specified the actions each person would take in the school as part of these responsibilities. Now everyone knows what they are supposed to do.   There is no more arguing about this.   Everyone, including us teachers, knows we need to fulfil our role if we want to keep our school clean.   All of us understand how important this is to feeling more positive about the place we learn and teach in. And, the programme has empowered everyone to know they can make a difference to their school environment.

36. Positive change (Jordanian, Male, 17)

In the past, our student parliament was not very strong.   While I would provide suggestions and proposals, my opinion seemed to be taken for granted or ignored most of the time, and nothing changed.   So, eventually, I decided to apply and become a member, and took responsibility for a number of new initiatives. Eventually, I decided to run for president, and all the other students in the school voted for me.   As president, I was able to lead a number of successful initiatives, including one focused on improving the cleanliness of the school by having students take responsibility and

action for keeping their classrooms and facilities tidy.   We also used student plays to raise students' awareness on a number of different issues. I have always aimed to create positive change. Being a member and president of our student council has given me the opportunity to do so. Now, I feel empowered and willing to create even more change in my school and community in the future.

37. Raising the awareness of students (Male, 18, Jordanian)

The students' council used to be a little more rigid. The council members used to order others to implement the activities they come up with teachers would not be involved in supervising the activities. Then things started to improve. The members became more involved and active and our teachers started giving more guidance and care to the students in the council. I am now proud to be part of this committee because it has helped to make changes in the school, raise awareness about different topics, and encouraged students to clean the school and maintain the facilities. For example, one of the important issues that council members helped in resolving was keeping students in school. In the past, the weak students would just leave school in the middle of the day, and no one would care.   In fact, many of the strong students liked this because it meant the classrooms had more space and with less disruptions from the naughty students. To me, though, I saw this as biased and unjust. So, I helped to lead a campaign to ensure that all students stayed in school. This campaign was helped by the improvements that happened to our school building. Now, we have many less students leaving the school.   I'm proud to be part a student council that is functioning and responsible for controlling such behaviours.

38. Education is half my life (Parent, Syrian)

My daughter was the smartest girl in class back in Syria. When she was in 2nd grade, her older sister, who was the closest person to her, got shot and passed away right in front of her. That changed her drastically. She became shy and to herself. She stopped doing well in school. I wanted to give her the best education. So, I did everything to support her learning, but because I stopped school myself in the 6th grade, I could only help her in Arabic. I was very happy when the school called me to register her in the summer school. It solved so many of my problems. My daughter got so much better academically, it gave her confidence and courage to live through the world and learn. She became more social and stopped isolating herself. The programme changed the life of my daughter. Now she is doing very well, even our relationships now has changed and evolved because how the summer school helped her grow.

39. Academic performance (Male, 15, Jordanian)

I used to be a shy student and did not join many activities in the school.   During sports classes, I was too afraid to participate as much. Then I was asked to be part of the summer programme. Through the activities in the programme, but particularly the life skills classes, my confidence grew. Afterwards I become more confident in myself, and more willing to join group activities like sports games and cleaning activities.   In addition to this personal change, I also improved my academic performance in Mathematics and Arabic and feel I am a stronger student overall.

40. Better than before (Male, 13, Jordanian)

The classrooms where I used to study in this school were very tight. There were too many students in the classroom. I had to share my desk with two other students who used to be talkative. They would mock me for being overweight and occupying most of the desk. I was in continuous fear of gaining more weight and not fitting in the desk with these two. I couldn't hear what teacher were saying most of the time and it was too hard for me to concentrate. Now we have a new building, at

our school. This has given us a lot more space in our classrooms, and it allows us to move around more freely. We're also now participating more in our classes and learning better.

41. No for bullying (Female, 15, Jordanian)

Girls in my school did not have the courage to speak up regarding many things. There were many reasons behind not being able to share their feelings and emotions. One of the most important things is that whenever a girl gets bullied, she would either shout and fight back or remains silent especially when getting threatened by other girls with powerful family members. I believe the thing that made this change happen is that as bullying became more common in the school, the teachers starting to address this subject more often to us. The student counsellor started to stand up for many girls and defend them. She noticed that inequality among many girls where the strong bullies pick on the weak.   She works to get these girls to understand the wrong from right. This has lessened from the bullying in the school in general. From everything I hear the teachers say, I learned to respect the older people and be kind with the younger ones. And after many incidents that happened in the school, we all know now that there are many other ways to deal with anger and frustration other than using our hands and mouths badly. No one deserves to be treated badly. And I reflected what I learned at my house as well and I no longer shout at younger brother and sisters. You can see that we have a healthier relationship and we are more cooperative with each other.

42. Improving my skills as an English teacher (Teacher, Female)

Last year I had a student in my English class who was very withdrawn. She refused to participate in class activities and was too shy to speak English aloud, even when I would ask her a question directly. At that time, I did not have other ways to engage her in the subject despite me having a TEFL degree and several years of teaching experience.   This is because after I started teaching I had no opportunity for ongoing professional development, particularly in teaching methodologies. Then, last year, the student was nominated to be part of summer school and I was asked to be the English teacher for the group at our school. As part of my role as a teacher, we were introduced to an activity-based curriculum which provided opportunities for students to speak in English using songs, games and other fun approaches. We were also taught how to structure lesson plans and to work with students who have different capacities and levels in terms of their English skills.   Using the knowledge and the new techniques I learned, I was able to get this student to be more confident to speak and listen.   The strategies and activities we were using presented the material in a lively way, motivating her to participate and communicate openly. By the end of summer school, I could see she had learned to participate and share ideas with confidence in English. Her listening and speaking skills improved significantly.   Seeing this success has motivated me to continue using these same strategies in my English classes during the formal school year. I feel more confident now to deal with the weaker students in my class and cater instruction to different level of students using active learning approaches.   Through NRC's support I've improved my own teaching practices and also improved the achievement of my students.

43. School Improvements (Male, 15, Jordanian)

When I first came to this school, the facilities of the school were in poor condition and not one took care of them. Many of our desks were broken, and walls were filled with graffiti which was offensive and inappropriate. The school felt run down and dirty and made us feel bad about studying here. Then NRC came and repaired the school. We ended up with a school that was cleaner and more cheerful.   Now I feel proud of my school and can concentrate better in the classroom. My friends and I are now willing to take part in activities that keep the school clean, because we now understand that the cleanliness of the school has an impact on how we feel and act.

44. Education releases positive energy (Student, Syrian)

I used to be terrible at math. I hated everything about it. Then I enrolled in a summer school programme here at the school.   What I liked about summer school was that teachers used a completely different method for teaching during summer school. It was nothing like the traditional way of teaching. For example, we started to learn math through games and for the first time I could visualize math and understand the concepts. Afterwards I realised I prefer the way summer school teaches us the material, as I was able to understand things that I never could during the school year. Luckily, most of the teachers who taught in the summer school continue to implement the same methods in our daily classes during the school year. I am glad that this method didn't stay only in summer school but that teachers are using it in school as well now.

45. Students under rebels (Parent, Syrian)

One day while my children were in school in Syria their school was bombarded. I thought I lost them that day. After that, they were out of school for three years. I wanted to give them the best education I could find so I moved to Irbid and enrolled them in a private school. In private school I used to pay thousands for my children's education. The financial burden almost crushed me. It went all to waste, despite the high tuition the quality of education was bad. They were not learning much. They were also always discriminated against, for being poorer, and for being Syrian. Then I moved to this area looking for a better job to be able to pay for their education. My husband was killed in Syria and I am the breadwinner of this family. I heard about this school and its great reputation, and I moved my daughter here. In this school she was finally integrated into her community, here she doesn't get bullied. She's more disciplined, she learns more. I was forced out of school at 6th grade and now I've been continuing my education learning English and I want the same thing for my children.

46. Towards a better environment (Counsellor)

I have been working in the school for five years now, and in that time, I've seen the school undergo a lot of changes. When I first started, the school was chaotic and poorly run. Students would leave classes whenever they wanted and there was no discipline. The classrooms were horrible. All of them were overcrowded and dirty. Most of the desks in the classrooms were broken. I would try in the past two keep things disciplined by telling students that if they left the classrooms, they would fail their year.   Then NRC came to support us, and the school has undergone a lot of changes since then. More me the biggest change is that the environment of the school and classrooms has improved in many respects. We now have clean classrooms with functional desks. Our bathrooms, which had been in a horrible state and unsuitable for anyone to use, are now clean with running water in them. The installation of bins around the school have encouraged the students to throw garbage in the bins instead of throwing it on the ground. These changes have motivated the students to stay in the classroom, and to take responsibility for the cleanliness of the school. All we need to do now is sustain the current status of the school.

47. My beautiful school (Male, 13, Syrian)

A few years ago, my family and I left Syria during the summer break. We were able to register in this school right away, but I was very disappointed in what I discovered when I started attending. I expected the school to be in better condition. The desks were broken, the doors not working, and the bathrooms were filthy.   I wished all the time that I could go back to my old school! Last year though, the school became a better place. The school was repaired and in general become cleaner. We even have windows in our classrooms now. Students now take better care of their hands after

using the bathroom.   All of these changes have helped me to feel more comfortable and settled in my school in Jordan.

48. The happiest day of my life (Male, 13, Syrian)

I still remember the first day for me in this school. My heart was filled with joy and excitement. I introduced myself to the other boys and we became good friends right away. At the end of the day, I went home opened my blue bag and started studying right away. But soon I started to not enjoy school as much, and particularly Math, because it was too hard for me and I didn't understand what I was learning.   Then, I was asked to sign up for a summer school programme.   During the summer school, the teachers worked with me and helped me to learn Math better.   By the end, my results had improved, and I was really proud of this achievement.   Now there is nothing in school I don't like to learn.

49. My school's cleanliness (Male, 13, Syrian)

A few years back, my family I move to this village from Amman.   Here, I found more acceptance and encouragement than in my old school, especially from my homeroom teacher and the many new friends who I made here.   This made me happy. However, the school facilities and particularly the bathrooms were dirty. I would avoid using them as much as humanly possible. Instead I would wait until I got home to go, but these made it hard for me concentrate in class. Then things started to change. The walls were painted, and the bathrooms cleaned up and maintained. Now I use the bathrooms without any hesitation and I feel more comfortable being in school.

50. A Human with Integrity (Male, 15, Syrian)

I used to study at a very nice private school where I felt comfortable and had lots of friends. Then my family moved houses and enrolled me at this school. During the first year of me studying here, I hated the school. It looked so bad. The walls were covered with graffiti and the chalkboard was always dirty. The bathroom smelled so badly that you could catch the smell from Italy! On top of that I had no friends.   Then my homeroom teacher encouraged me to participate in school activities, including the WASH committee. Through this, I made more friends, and my confidence has grown. This change, alongside the fact that our school is cleaner and looks better, has created a better feeling for me towards my school.

51. Moving schools (Female, Syrian)

I have moved to the school this year because we moved house and this school is closer to my new home. Teachers here are better than the ones in the previous school. They are more engaging and caring. I have also noticed some other differences such as the cleaning campaigns for the classrooms. Every once in a while, we clean our classroom and I like that because this reflects on me personally and the community I come from.

52. Shortest girl (Female, 11 Syrian)

I've been here for the last three years. During this time, they built the new school. I like the new school because everything is new, and the equipment is much better.   Even the seats are more comfortable. However, I used to be in a school in Ajloun that I loved. The teachers there were very nice to me and the girls used to love me because I was the only Syrian there, and I was a best student. Here the girls bully each other and they fight over the smallest things. The teachers also yell at me here. They always make me sit in the last row even though I'm the shortest girl in class.

53. Being proactive as a counsellor (Counsellor, Female)

Because of the refugee population we work with, and the trauma and family issues children live under, the school suffers from many issues with students' misbehaviour. And the teachers, who are less qualified and competent, do not normally have the appropriate skills, knowledge and experience to deal with this. Often, they refer these students to me as the school counsellor, even for minor issues. Or in frustration, teachers resort to using dangerous approaches to dealing with misbehaviour. These approaches were ineffective because the teacher was not recognising the underlying causes of this behaviour. Instead, their actions would often make the situation worse. They did not appear to understand how some of the issues of behaviour and underachievement were not the fault of the child alone and were instead the result of them being refugees and living in a difficult situation. I tried to tell the teachers that they needed to approach the situation in a different way, but the problem was that I did not have any practical techniques or advice I could provide them as an alternative to what they were doing. Recently though, NRC introduced the entire school to a social cohesion programme. The programme helped the teachers to understand some of the causes of students' misbehaviour, increased their awareness of issues like bullying, and provided some specific tools and techniques for managing the classroom in a more effective way. For example, teachers learned about punishment alternatives, such as using positive reinforcement. Teachers are now giving more attention to issues like student absences and a lack of engagement in class. They are communicating concerns about a student's well-being with families directly. The programme has empowered teachers to deal with behaviour in a positive way. It has also given me a new way to communicate with the teachers about these issues. Importantly, it has changed teachers' mind set so that they show concern for all students—not just the high achievers. And, they have begun to understand that their role is to support all students, not just academically, but socially and emotionally as well.

54. No Title (Parent, Syrian)

Before we moved to Irbid and this school my children used to study in Mafraq. There the quality of education was very poor. The facilities were not able to accommodate the number of children who were attending the school, and the teachers did not treat students well. At this school, however, I see many differences. The school here communicates with the parents and pays more attention to our children. The teachers engage us in the learning process and communicate with us about how we can support our children at home. The result is that my children's academic performance has improved, and they enjoy school much more than they used to.

55. My story (Male, 15, Syrian)

When my family moved me from Syria, I was out of school for two years. When we first arrived here, they did not feel it was safe to enroll my siblings or I in Jordanian schools. I used to do all that I could in my power to keep up with what I was missing out on in school. I would borrow school books from my relatives and neighbours and try to study the material on my own. I even copied their homework, in fears that if I didn't I would become too poor in school to ever return to school. But studying at home did not make me feel like I was achieving or getting anywhere in my life. After two years, my father felt more settled and felt that he was ready to enroll us in school. Luckily this school had just been expanded and there was space for us to enter. My heart filled with immense joy when we managed to register at the school, and I was excited to be able to return to school. Since joining, I've been working hard, and seen myself grow academically and personally. I now have many new friends and can now read and write in English. Seeing this improvement, my father has signed me up at a language centre so that I can improve my English even more. Being back in school has given me more hope in my future again. One day I hope I can become a doctor and make my father proud.

56. School cleanliness is everyone's responsibility (Teacher)

I have been teaching at the school for two years. When I first started, I would only teach my class and not engage in things that didn't concern me. Then I was introduced to the WASH in Schools programme. I found it difficult at first, but I received a lot of motivation and good training for it, so I tried to implement what I learnt and liked the feedback and the outcome of the activities. Slowly, I became a role model the students. At the beginning the students as well were hesitant to participate but after they saw the teachers engaging with the activities, they became more enthusiastic. I got really engaged with the cleaning program, and the school has made me the head of cleanliness in school. I gather reports of class cleanliness on daily basis, and all my students are on board and engaged. Recently, we had some visitors come to our school and use the toilets, they were very shocked and impressed by how clean the bathrooms were. And I have noticed improvements in the personal hygiene of the students, especially the Syrian students who don't have personal hygiene as a first priority because of their financial situation. These successes encourage me to continue with the WASH activities.

57. The fast change (Female, 15, Jordanian)

My school was suffering from dirty classrooms, playgrounds, and bathrooms. Now it is much cleaner, and even the girls' personal hygiene is better. This is because we started to be involved in many activities that support personal hygiene and school cleanliness including prizes for the cleanest class. This definitely encourages all girls to keep up with constant cleaning. Some of this involvement has come about through our student council, which I became involved in last year. Being in the student council, I became a more sociable person with interest to participate in activities and initiatives. I have greater confidence and can speak up. I also have been given more responsibility. When one of the teachers is absent, me and the other student council members take over the class and talk about different topics including discipline, rules, personal hygiene, and cleanliness. By being in student council I've had the opportunity to speak more with my teachers, and through this come to understand the different ways of communicating with them effectively.

58. Walking to school (Male, 13, Syrian)

When we first came to Irbid, I used to walk for a long time to school, because there was no space in schools closer to our house. Then, last year, this school announced it would accept Syrian students. I registered right away. I'm much happier now that I don't have to walk for long distances like I used to.

59. My school is better (Male, 14, Syrian)

This school used to be extremely dirty. The boards, for example, were so filthy that you needed superpowers to read what was written on them, or to sit in the front row. In fact, one student who sat in the front row used to offer to sell his notes before the test. Then the school underwent maintenance work. As part of this, the whole school was cleaned, the doors got fixed, the walls were painted and we got new whiteboards in the classroom. These changes have made me much more comfortable and willing to attend my classes daily. I can now concentrate better, take better notes in my classes, and achieve higher results on my tests. I can also see now how much pride the teachers and principal take in the school facilities. This has also encouraged me and my classmates to maintain the cleanliness of our school—because we cannot care for a place that no one else cares about.

60. Moving towards the better (Male, 12, Syrian)

I used to study at a school in a village outside of Irbid. The school was small in size, but the teachers were not kind to students like us. They were racist towards Syrian and would mock me and the other Syrian students on a daily basis because we were different. I felt I had to fight every day to prove I deserved to be in the school. Eventually, my family decided to move to the city, and they looked for a place for me to come to school here. After a lot of searching they managed to find a place for me in this school. As soon as I arrived, I liked how big this school was in comparison to my old school. More importantly the students here were kind and did not curse or tease me and I was finally able to make some friends. The teachers were also very welcoming and supportive and they encouraged me to study hard. Here I feel appreciated by everyone in the school and can feel their respect towards me. I can finally say I am happy and safe in school.

61. Through my experience. (Teacher, Female)

I have been teaching in this school for almost 2 years. In this time, I have noticed a lot of new activities taking place in in the school. Now we are conducting social cohesion activities, we also have the summer school program focusing on those who are academically weak, but by far the most important program has been the WASH/hygiene programme. With this programme, you can see a big difference in the students' personal hygiene. And this has impacts on children academically because if there is a student not taking care of their personal hygiene all of the other students in class will be affected by her and won't be able to concentrate. Also, you can see a big difference in the school cleanliness, we reached a point where teachers are no longer needed to clean the playground because it's being kept clean by the students. The programme was effective because it was based on activities that used the five senses and we were provided with all the tools necessary to implement the activities, but I think the best part is that children are carrying on what they learn to their homes and their lives.

62. The Challenge of Teaching Mathematics (Teacher, Female)

It is hard to be a maths teacher because many students find the subject difficult. When they find the subject difficult, it means that they also then don't like the teacher. And the problem is that typically, mathematics is taught in a very traditional way which asks them to compute answers to the problems which the teacher puts on the board. Often the students get bored with this repetitive approach. The end result is that many do not do well in mathematics. Last year, NRC introduced a summer school for struggling students. One of the subjects taught was mathematics, and I was the teacher responsible for teaching the subject at my school to both Jordanian and Syrian students. All the teachers for the programme were given an excellent set of lesson plans that were well structured and organised. Many of the lessons introduced the topic being taught using play, something which I enjoy doing. The lessons encouraged me to use learning materials like flash cards and play money to engage the students. Lessons also introduced collaborative, group and authentic learning approaches such as counting aloud together and pretending to run a shop. These techniques allowed all students to participate effectively. Many of students, as a result, showed strong improvements in their achievement and this still continues. These improvements have encouraged me to keep using techniques like learning by play in my classroom. This has improved students' interest in learning mathematics and my popularity as a teacher.

63. Education Changes Futures (Female, 15, Syrian)

I used to be weak in English, Arabic, and Math, then my teachers recommended I sign up for summer school. I immediately wanted to because I wanted to get better and be like the other girls. Girls used to bully me for not being very good at school, they used to call me lazy, and always say they're better than me. When I started attending, it was different from all other learning I've had. There was games

and laughter and education at the same time. I knew this would change my entire future and me. And something did change—I became more comfortable with my skills, and more confident with what I can do especially in math. I also liked it because they used to feed me during the day. Once summer was over, and I returned to school, my teachers were surprised of how good I have gotten. I registered the summer after as well and would like to this summer too.

64. My school and I (Female, 15, Jordanian)

I came to the school this year. It took some time to fit in but I became friends with many girls and got used to the atmosphere here. Except for one thing. A teacher used to always call me a bully and a problem maker. I didn't like it. I know I sometimes tend to make little problems when I don't like something but I never intended to bully anyone. What used to happen is that for example, I would be walking in recess with my friends and younger students would run around and push us. My reaction would unintentionally be shouting at them and saying bad words. After being taught about bulling and how it affects others, I stopped acting this way. I remember how one time in the past, my classmates called me a snitch. I was really hurt so the only thing I thought of doing then was yelling and pushing them away from me. Now, I would use a different approach to talk to them and let them understand that I didn't say anything to the teacher. My attitude changed even with my mother, and she gets me more now. I now understand that when you talk nicely with others they would accept you and appreciate what you say, but when you talk in a bad manner, they will hate it.

65. No title (Parent, Jordanian)

When I enrolled my son in the school two years ago, because of his Type 1 Diabetes he was rather shy and fragile. He was quite withdrawn at school and used to get depressed that he was not social with anyone.   Then, he was invited to attend the summer school programme.   The teachers there, as well as the other students encouraged him to participate and speak up.   They also taught him in a different way, which was less threatening and friendly. By the end of the programme, his behavior had changed drastically.   He became more courageous and social with his peers and began to actively participate in class.   His language skills in Arabic and English have also gotten much better and overall, he is happier child.

66. My Journey in Learning (Male, 13, Jordanian)

I had to move to this school because my father retired from his job in the municipality, and he could no longer afford to cover my registration fees in the private school I was attending. When I first entered the school, I didn't have high expectations about the school, and unfortunately even then I was disappointed by what I experienced.   The classrooms were so crowded compared to the private school I had come from. There were 52 students in one classroom, and three students had to share one desk. Then NRC came to the school and improved our school facilities and constructed a new building. Now the classrooms are much more spacious, with only 40 students in one classroom. We now only have two students to a desk as well. The doors now open and shut properly. These changes have helped me to concentrate better on my learning while in school. This along with the improved cleanliness and atmosphere of the school make me like this school more than before.

67. Preserving the School (Male, 13, Jordanian)

I used to study in a private school that was mixed boys and girls. While I could walk to school every day by myself, it was clear that the teachers gave preference to the girls and neglected the boys. So, my parents decided to move me to this school because of its good reputation, despite the fact that it is far from where I live. After moving to this school, I found more attention and care from the

teachers. They would communicate with my parents on a regular basis which helped me to improve academically. The school now feels like home for me.

68. Creating an environment of well-being (Principal)

I came to this school three years ago after being a principal in a village school for eight years. Coming here was a big shock. Because of this school's location and the high demand amongst the community to attend a school close to home, it was overcrowded. Some classes had nearly 50 students, and we had to run two shifts to accommodate all of them.   Because of the double shifts, our class time was shorter, only 35 minutes. This made it much harder to teach students in any meaningful way.   These conditions then affected the motivation and attitude of both students and teachers in a negative way.   With 50 students in a class, the teacher could only manage the classroom by limiting discussion and student participation.   It meant that students did not really have a voice in the classroom.   The crowded classrooms also led to a lot of classroom management issues for teachers, including fighting amongst students. It meant that I then spent a lot of my time contacting families about their children's behaviours.   And there was a lot of wear and tear on the classroom equipment. We used to spend a lot of our school budget trying to repair things like the furniture as best we could.   Then NRC came to our school and began a project to build a new building and also rehabilitate the classrooms. They also provided new furniture and equipment. This helped to reduce the overcrowding in the classrooms and meant that the 300 students we had on our waitlist could now enrol.   It also meant that the classrooms could now be more easily managed and the students had more opportunity to speak out and participate in class.   We also saw reductions in the amount of violence and fighting between students.   Parents were also now more welcome to enter into the classrooms and see what their children were doing because there was space for them to do so. Importantly NRC also helped us to keep our school facilities clean and tidy. While we already were trying to teach students the importance of doing this, we found that only about 70% of the students were actually taking responsibility. With the WASH programme, our teachers were given specific tools and training to communicate the importance of cleaning and maintenance to all our students. We were also given some cleaning materials by NRC to keep the school clean. Now most of our students and teachers take responsibility for keeping the school tidy. NRC also provided our teachers with new learning materials which we didn't have before. They also gave a training on how teachers can best use these materials. Now our teachers feel more confident and motivated to try out new approaches to teaching.   Finally, NRC also introduced a summer school programme for our weaker students.   This has long been a concern for our teachers, but because of both the class sizes and the short time periods to teach, we had been unable to provide the support to the students ourselves. When the summer school was introduced we were finally able to target the weaker students and provide them with the assistance they needed.   It gave us the space and time we needed to empower these students and improve their achievement. For our teachers who were involved in the programme, NRC introduced them to some strategies and techniques to work with this group.   We see now that the former summer school students are stronger in Arabic and Math in particular and feel more confident and able to participate fully in the classroom.   As a principal, I see the support NRC provides as holistic in nature. Every part of the programme helps to strengthen a part of our school, which in combination improves the well-being of our teachers and students. It makes my job as a principal easier.

69. No title E (Parent, Syrian)

We have been with this school for 5 years. My daughter doesn't like studying. I don't really know why…perhaps it's because she finds everything difficult. The last two summers the school has offered a summer programme.   When it started, I was very interested to have my daughter in the programme because she is academically weak and I wanted to give her an opportunity to improve academically and make friends along the way.   At first, she wasn't enthusiastic about the idea but

she appeared to grow to tolerate it.   The following summer, the school offered the programme again. At first when I went to enroll her, they told me it was full but later managed to get her in. After both summer programmes, she is still academically weak, but at least now she is enthusiastic about attending.   This year my hope is that she will improve academically because without a strong education my daughter will be lost.

70. Precaution (Parent, Syrian)

My children used to go to another school which was overcrowded and with almost no yard for recreation. The quality of education was also poor there.   One of Jordanian friends told me about this school and told me it had a good reputation. So, I moved my kids here at the start of the year. The school has definitely met my expectations in terms of space and cleanliness, but I'm still disappointed about the quality of education, as my children must attend the afternoon shift which I know is not that good. Studying in the afternoon is hard for my children, who find it hard to concentrate.   And the attitude and supervision of the teachers in the afternoon is not that effective, and they demonstrate poor behaviour towards the students.   Unfortunately, I know that my children had a better education in Syria and are now losing their chance at a good education.   I believe Syrian students, like my children, deserve the chance to be enrolled in the morning classes, like the other students.   Until there is sufficient space in the morning shift, I know that my children's education will continue to suffer even if they study in nicer environments.

71. Life in school (Student, Jordanian)

I moved to this school in the 7th grade. My previous school was only up to the 6th so I could not stay there any longer. When I moved to this school my academic performance decreased, maybe because I had a fight with one of the teachers in my first semester and then she did not give me attention. Then last summer, I enrolled in the summer school program. I enjoyed it very much, because there I was able to ask all of the questions that I didn't have the answer for from my classes the year before. This has reflected positively on my academic performance during the next year. I am planning to enroll again this year to further improve my academic performance.

72. The Clean school (Male, 12, Jordanian)

When I arrived at the school, the class furniture was in a bad shape. The desks were all broken, so we had to cramp ourselves onto the desks that were not broken. It meant that three students had to share one desk. It was difficult to concentrate in class when you're sharing your desk with two other students…a lot of arguments would breakout between us because of that. But in the 2nd semester all of the desks have been fixed and the classrooms have been rehabilitated. The fresh painted walls and fixed windows have made me want to attend school and stay in the classroom. Now we sit in pairs on the desks. This has helped a lot with my concentration during class.

73. Personal hygiene (Teacher)

I work for the school as a science teacher. For a long time, I used to walk by the student bathrooms and other facilities and be devastated by what I observed. While there were many problems with the toilets and water situation itself, this was made worse by the students who did not keep them clean. When NRC came to assist our school in rehabilitating our existing toilets and installing a toilet block, I felt I needed to do something to ensure that they would be kept clean and functional. NRC introduced to us a series of WASH education activities and also helped us to set up a WASH

Committee which I joined. Since joining that committee, I planned and implemented a series of activities which aimed at changing students' behaviours towards their health and hygiene. Because I believe that it is also important to involve the parents in facilitating the behaviour change that we would like to see in our students, our committee also arranged multiple awareness sessions and meetings with the parents. At first, many parents did not want their children involved in the cleaning of the classroom and school, thinking it was not appropriate for them to do this, but through these sessions we managed to change this perspective and get them to look at things from a different angle. Together with the other teachers and the principal we have tried to encourage hygiene and cleanliness behaviours by praising them when they do what we are asking them to do and leading by example—for example picking up rubbish that we find on the ground. I notice now how through these actions students' behaviours have gradually changed. Finally, the students are taking the initiative to help keep the school tidy, wash their hands properly, and keep the bathrooms in good condition. This then helps to prevent the spread of disease amongst our students and ensure they can come to school healthy and able to learn.

74. Improvement in no time (Male, 16, Syrian)

I have been here for 5 years and all this time I was trying to prove myself in anything but I couldn't find a way. I wanted my name to be known. I used to write poetry for example, but no one was interested to support this. I used to participate in the morning assembly all the time but then the school would keep assigning other students to give turns for everyone but no one noticed something different in me. Then I decided to join the student parliament. Being in the student parliament, we try to support the improvements made by NRC, and make them even better. As students, and particularly as a student parliament, we became more aware that there are others who are working for us and our school and we appreciated it. We now have time in the morning assembly to talk about discipline, regulations, and hygiene. We distribute brochures and create plays about it for our school mates. Now, all the school knows my name because I am the president of student parliament. With the student parliament, talents are recognised by everyone. I know use my skills in poetry to communicate messages to other students. I can even see, that now, students speak up for what they want and are more responsible and committed. Having the right to speak feels great.

75. Gradient to the top (Teacher)

I've been working as an Arabic teacher in the second shift. Since starting at the school, I've seen a large number of students suffer from low achievement in Arabic which was discouraging. As a school committee we discussed this challenged continuously but did not know how we could fix it.   Then finally, when NRC came to our school, they also established a programme for low achieving students in summer school in four subjects.   This programme had impacts in a number of way. I observed that the students had a lot of motivation and passion to attend the summer school because the methodology of teaching was more interesting and engaging.   Also, the students appreciated that there was a programme that was developed to meet their needs so they did not miss the classes. This then impacted on them after the summer school ended as well. For my weakest students, some of whom were basically illiterate, they received the boost they needed to get on track.   I can see that they are now more passionate about learning, interested to pick up new information and knowledge and also more respectful with other students. For me, seeing these changes and removing some of the challenges I've faced has given me more ambition to continue my career as a teacher. Now I feel like I am empowering students for the future, rather than just wasting my time.

76. The School (Female, 16, Syrian)

Classrooms here used to be very crowded and there was no discipline. Girls used to fight and bully each other. When the new building was created, the classrooms became less crowded. Now that the

classrooms are more spacious, girls are less likely to fight and they are all friends. You do not see bullying, or any girls left alone with no friends.

77. Better environment for better learning outcomes (Parent, Jordanian)

I have been a member of the Educational Development Board in our area for the last six years. We've known for a number of years what a good learning environment for students looks like, and unfortunately, we were unable to provide this in our school. We understood that when students spend their time in an appropriate classroom and have comfortable access to bathrooms and water facilities, this would reflect positively on their behavior and psychological state. Even teachers are affected the learning environment. If you give teachers adequate facilities and learning equipment, they would have the desire to be more effective and motivated. But we've long suffered in our schools from overcrowding, even before the Syrian crisis. The facilities and equipment we had were all run down. This effected the students and teachers in a negative way. Most of our students used to fail the Tawjihi exam. Having NRC construct a new building at our school, and rehabilitate the old buildings, was just the support we needed. Since this change happened, many more of our students have been passing the Tawjihi exam and getting higher averages.

78. The positives for human beings (Male, 14, Syrian)

I used to be shy and lacking confidence. I didn't want to respond to my teachers when they asked questions in the class out of fear of saying the wrong thing. In all ways, I did not care about things before. If anyone talks about something new I wouldn't be interested to listen. I was very lazy. Then last year, I attended summer school. In summer school, the teachers would teach us the basics and discuss the idea or the topic until we understood. They would give us many examples. There were also activities in the class to help us learn easily and in a more enjoyable way. After attending the summer school, my grades are better and I can see the difference. For example, I didn't know how to read and write English very well. Now, I definitely do. I am even able to participate in the class with a 20/20 participation mark. In Arabic, I used to know basics but improved in it as well. I've also become more interested and care more about my learning. I've even changed outside of school. Before, I didn't like socialising with my family, relatives, or people outside the school. Now I am more confident and know how to talk. But the thing I'm glad about the most is that I raised my average from 84% to 88% and I can't wait to see the 92%!

79. Nothing stands in the way of education (Female, Jordanian)

I have been in this school for almost two years, I like it here a lot more than my previous school. Here we conduct a lot of activities and the environment is much nicer than it was in my previous school. I used to struggle with Arabic grammar, and it never made any sense for me. During tests I would cheat from my friends to get good grades but ultimately, I was only cheating myself. Last summer, my teachers told me about the summer school program and so I enrolled. It was a different experience as the teaching methods were not like the conventional teaching am used to. The teachers would play games with us and conduct structured activities while teaching us, everything was visualized and so I started understanding Arabic grammar. Also, during summer school, I met up with a lot of the school girls whom I never talked to before and became good friends with them even after the summer school has finished. Now I try to pass on my experience to my friends who didn't enrol in summer school trying to encourage them to join me for next year.

80. Team work and success (Counsellor)

Four years ago, there was no guidance in our school on teaching the students cleanliness and hygiene. There was also a belief in our school that it was not the responsibility of teachers to deal

with this issue, and instead they would only ask me to follow up on the students who had serious issues in this area.   But after the WASH programme introduced by NRC, students started taking care of themselves and their classrooms alone. For example, there was a student in the 7th grade who wouldn't clean or tidy up anything. So, another teacher and I decided to give it a try and change his behaviour. We started by talking to him about the importance of cleanliness and that as a Syrian student this is his chance to change the impression other Jordanian students have about the Syrians in second shift not being clean. I started cleaning the classrooms and picking up the rubbish in the recess area in front of him so he could see that everyone is supposed to take part in cleaning. At first, he was hesitant. He might pick up a bag or something on his way to the classroom. But day by day he started to put more effort, and he started to gain pride in taking responsibility for cleaning. He would come and tell me that he had cleaned. I was very happy when I heard this and I could tell that he became a role model to other students as well. Now the teachers, students and I collaborate to keep the school clean.   Everyone understands this is an important aspect in students' life and school environment. For me, this change gives me stronger motivation to come to school and I love my job more now.

81. Tale of a student: what was and what is (Male, 16, Jordanian)

I used to be at this school from 4th to 6th grade, and then left to another school to be with my brother. But when I started 9th grade, I came back to this school because my other school turned to a double shift school and I didn't want to study in the afternoon.   But I also came back to the school because it had changed for the better in a number of ways.   I saw that here the teachers cared about whether students understand the material or not. The principal here is also strict. He makes sure to punish whomever is late to the morning assembly my making them pick up the trash from the school ground. That's why I always make sure I make it here on time. But we don't only pick up the trash when punished. The classroom teacher created a schedule assigning different students on different days for clearing the school. Since the rehabilitation work, teachers and principals insist more on cleaning and taking care of our school. And this makes perfect sense, because it gives you psychological comfort and more positivity to be in a clean environment with desks and chairs that are not worn out. Overall, I'm happy to be back at this school.

82. No title C (Parent, Jordanian)

My daughter has not had a good average in school. This may be because a couple years ago, I had a number of medical issues and my daughter had to take more responsibilities at home. Then she started to take remedial classes in the summer at the school. I noticed that she enjoyed being in summer school and had fun attending, but overall her average did not improve. When she came back home showing me the material she had been given, I noticed that it was of a lower standard from her age. It all seemed like basics and nothing challenging. If they want to stick to basics, they can at least separate the students. I assume the material given need to be more adapted into the student's knowledge and abilities, in addition to being part of the curriculum given at the school. Or maybe give them lessons that were hard in the class so they would understand it better. In general, this is tough age and I know that children need to be guided with the right plan to follow.

83. My lovely school (Male, 10, Syrian)

Two years ago, I was registered in a private school. But the school fees were very expensive and my parents tried hard to move me to this public school because the financial situation in my family is very bad. At that time, unfortunately, the school principal said that the school was already too crowded and that there was no space for me to join. This meant I remained in the private school, as I had nowhere else to go. I felt guilty my parents had to pay money to keep me in school. Last year, though, my father and I revisited this school and noticed the new building.   So, my father went to

the principal again to ask about the expansion and the possibility of me enrolling at the start of the school year. The principal agreed. My family and I feel fortunate that I am able to come to this school now because it has reduced the financial load for my family. It makes us feel more loyal to this country, recognising everything they have done for us. Because of this, and the fact that I want to keep my school new, clean, and beautiful, I have participated in all activities related to this aim.

84. My brother and bullying (Female, 12, Jordanian)

What I like about this school is that the principal is really strict. She does not accept bad behavior and always tries to lessen from it by correcting the girls in the right way. Even the classroom teacher talks to us about many things on how we are supposed to behave and act with our friends, teachers, and family. Bullying was one of the topics spoken of. The teacher got us to write down stories about our own previous experiences of bullying and by having some girls make a play about it. Through the lesson I learned that there are different kinds and forms although I thought this word only applies on physical violence. After that I knew I had to change the way I act, especially with my brother. I used to get angry a lot at him; I didn't hit him but I used to say bad words. Now I don't. Because it keeps crossing my mind how the teacher told us that this would affect people's emotional well-being. I don't raise my voice with him. Instead, I try to calm myself down then talk to him slowly. I now understand that because he is younger than me, I am not supposed to shout at him. So, I start telling him gently that he is not supposed to shout at me or behave in a bad way because it is unacceptable. Even with my friends I don't use inappropriate words anymore regardless of whether we are fighting or playing around. I am learning to handle myself more, because this is right thing to do.

85. A new school (Parent, Syrian)

I am a mother of three beautiful girls, and I care very much for their education. I insisted on enrolling my daughters into this school as it has a strong reputation for delivering a good education and in a positive school environment. This is well known all over Irbid. When I came to the school, I managed to enroll two of my daughters, but there was no room for my youngest as the 2nd grade was at full capacity. I had no choice but to enroll my youngest to a private school. This was a huge financial burden for me and it was very difficult to take two of my daughters to one school and my youngest to a different one. Every day I had to pay two different transport costs, but my biggest concern was that my youngest was not with her sisters who can protect her. A year later the school principal contacted me and told me that the school will be opening a new building this year and that I could enroll my youngest and so I did. Now my all of my daughters are going to the same school, that has a very positive effect on my youngest as she always knows that both of sisters are in the school to help her if she needs any help. My only wish now is to be able to enroll my boys as well in the same school—at least till the 3rd grade—as this was the way it was in Syria, and I want my children to experience a small part of what life was like in Syria.

Annex Two: Terms of Reference

NRC JORDAN
EDUCATION IN HOST COMMUNITIES PROJECT

Country: Jordan
Duration: March – July 2018
Reporting to: Evaluation Steering Committee

BACKGROUND INFORMATION

Background on the conflict/context
Since the outbreak of conflict in Syria in 2011, over 3 million people have sought safety abroad. As of May 2017, 655,624 Syrian refugees have registered with UNHCR in Jordan[115]. Of the total number of registered refugees, the majority are children and youth; 51% are under the age of 18[116]. Over 80% of registered Syrian refugees are living in the host community predominately in the Northern Governorates and large urban areas like Amman and Irbid. Many more Syrian refugees living in these areas are not registered or have the Ministry of Interior (MoI) card which enables access to free education and subsidised health services. Approximately 20% of Syrian refugees have settled in the refugee camps of Zaatari in Mafraq Governorate, and Azraq in Zarqa Governorate. In Jan 2018, 55.6% of the 78,908 registered refugees living in Zaatari Camp were aged 0-17, similar in Azraq: 57% of the 53,557 residents in the camp were aged 0-17.   Jordan has been shouldering the burden of the crisis by contributing substantial assistance to refugees yet, the situation for Syrians refugees has deteriorated significantly in the last few years. resulting in more than 86%[117] of Syrian refugee families living below the national poverty line. Families are increasingly relying upon negative coping strategies, such as limiting food consumption, restricting children's access to education, engaging in illegal activities, in child labour or accepting early marriage. In camps, alternative income sources are extremely scarce with an exceedingly high unemployment rate of 80%[118].   Responses to the Syrian refugee crisis have been led by the UN and the Jordanian government, The most recent Jordan Response Plan for the Syria Crisis 2016-2018, integrates the needs of Syrian urban refugees with Jordanian citizens into each sector. Key elements include increasing *access for Syrian refugees to works permits and the labour market, and increasing access to formal education.

Education in Jordan
In the 2016-17 academic year[119], 126,127 Syrian refugee children were enrolled in the formal education system. Of these, 32,000 children (25%) attend schools in camps and with the remaining 75% attending schools in the host community. Another 2,650 children were enrolled in MOE-certified NFE programmes (Drop-Out and Basic Literacy programmes) and 96,492 children and adolescents were enrolled in Informal Education (IFE). A total of 5,089 children attended pre-primary education.

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[115] UNHCR 2nd Jan 2018 Syria Regional Refugee Response Interagency Information Sharing Portal http://data.unhcr.org/syrianrefugees/country.php?id=107

[116] UNHCR 2nd Jan 2018 Syria Regional Refugee Response Interagency Information Sharing Portal http://data.unhcr.org/syrianrefugees/country.php?id=107

[117] UNHCR Syria Regional Refugee Response Interagency Information Sharing Portal http://data.unhcr.org/syrianrefugees/country.php?id=107

[118] ILO: Impact of Syrian Refugees on the Jordanian Labour Market, June 2015

[119] UNHCR, 28 Nov, 2017 Education Sector Quarterly Report (July-Sep 2017)

In the same academic period, UNICEF estimated that up to 95,000 Syrian school age children were still out of school in host communities in Jordan (Jan 2017)[120]. The single most important factor which accounts for 39% of children's failure to enrol relates to low monetary welfare in the family (financial constraints, cost of transport, child labour and the need to move to make a living). Lack of spaces in nearby schools affects 26% of non-enrolment with 13% of that related to missing documentation for the school registration process.

2016 saw significant changes in the education sector in Jordan. Following the London Conference in February 2016, donors funded the Jordanian Ministry of Education's (MoE) plan to enable access for all Syrian refugee children to certified formal and Non-Formal Education (NFE). In August 2016 two nation-wide Learning-for-All campaigns were conducted to boost enrolment, identify out-of-school children and provide referral and registration support allowing all children – even those without documentation – the chance to register in formal education immediately. Since September 2016, the MoE has increased the total of double shift schools from 98 schools which hosted over 50,000 Syrian children in the school year 2015-2016[121], to 198. In addition, 47 catch up centres have been established in these schools to provide certified NFE to children who are currently out of school.

Whilst the education conditions in camp schools are somewhat improved, given that they serve only Syrian students in both the morning and afternoon shift, dropout rates are still high for the higher grades. UNICEF lists poverty, child labour, overcrowding and poor quality teaching as the factors leading to drop out in formal schools in camps, particularly for boys aged over 12[122]. In camps in particular, there are concerns around violence and protection with many young boys engaged in child labour, and widespread early marriage affecting girls. Harassment en-route to school and perceived harsh treatment in class is another push factor leading to dropout.

NRC's Presence and Activities in the Country

NRC's Jordan country programme was started in August 2012, with the main focus of supporting UNHCR in setting-up and operating Zaatari refugee camp and supporting formal schools in Zaatari. In 2013, NRC launched education and youth programmes for out-of-school children and youth in camps and its first non-camp operation through its Shelter, Information Counselling and Legal Assistance (ICLA) and school construction programme in Irbid. NRC currently operates in 2 major Syrian refugee camps (Zaatari, Azraq) and the 4 Governorates of Irbid, Jerash, Ajloun and Mafraq, where the concentration of Syrian refugees is among the highest in the country.

NRC Jordan Country Factsheet

(https://www.nrc.no/globalassets/pdf/fact-sheets/2017/jordan/country-fact-sheet_jordan-dec-2016.pdf)

NRC's Education Intervention

From the start of NRC's education intervention in Zaatari in 2013, the Jordan education programme focused on out of school children (OOSC) by providing access to expanded informal education in the form of an Accelerated Education Programme (ALP) to help out of school children transition into the formal school system. It also provided informal education for children who were unlikely to be able to transition back to formal school due to their age and the restrictions on registration in formal schools. In the camp context NRC informal education took place in dedicated learning centres where other services such as recreational activities, computer classes and psychosocial wellbeing activities are carried out as well as support for remedial education for children who would otherwise be pushed out. These activities were mainly carried out with UNICEF Jordan and other education actors.

In 2015 NRC Education branched out from the camp-based work to ensure that children in the host community, (both refugee and non-refugee) had enhanced access to infrastructure and services to meet the huge demand. NRC has built on this initial work with a massively expanded programme of

120 UNICEF, Education Factsheet, Jan 2017 .

121 UNICEF, Syrian refugee children enrolled in public schools (2015-2016), December 2015.

122 Joint Education Needs Assessment (2014) Access to Education for Syrian refugee Children in Za'atari Camp, Jordan. ESWG

classroom and WASH unit construction in double shifted schools with soft components for quality teaching and learning focusing on the second Syrian shift.

In 2016 NRC had to significantly change its strategy for education in camps in line with the MoE commitment in the Jordan Response plan 2017-2019. NRC now supports OOSC to register in formal or non-formal education provided by the formal schools and works to support children vulnerable to drop out and needing remedial support to remain in school.

Since the beginning of the Education programme in camps, more than 11,964 Syrian school-aged refugee children have been supported by NRC in dedicated Learning Centres. Whilst in host communities, 51 classrooms and 8 sanitation facilities across 7 schools have been constructed, and more than 6000 children have been engaged in NRC educational activities.
NRC coordinates with key stakeholders including national partners to find ways to address the needs of Syrian and Jordanian children. NRC co-leads the Zaatari Education Sector Working Group and is an active member of the Donor Education group, Education Sector Working Group, Protection Working Group, and the Task Force Ending Violence Against Children in Schools chaired by UNICEF and MoE.

PURPOSE OF EVALUATION AND INTENDED USE

The main purpose of the evaluation is to support learning and provide guidance for future programme direction. In addition, the evaluation should be an opportunity for NRC to be accountable to beneficiaries, partners and donors. NRC policy is to conduct an external evaluation of its programmes once every 3 years and NRC hopes that the many lessons learned captured in Jordan will provide additional evidence to feed into global programme development for education.

The primary users of the evaluation are the Core Competency Section in Head Office, country management teams and in particular the Education Section, to inform and feed ongoing global and national program development within education work. Primary users of the evaluation are also the NRC management team in Jordan as well as Education teams who will directly utilise the evaluation findings to adjust programme implementation, improve its quality and to guide the future direction of the programme. In addition, the Head Office Education Core Competency section will utilise the learning to inform ongoing global programme development in education.

Secondary users include the MERO regional office and NRC Education Staff in the region. Tertiary users include partners, donors, and other stakeholders. The findings and conclusions of the evaluation will be shared with these actors. The evaluation will support the transference of learning; what specific lessons learned and best practices should be highlighted and continued or disseminated either within the programme or more widely within NRC.

SCOPE OF WORK AND LINES OF INQUIRY

The evaluation will cover the Education in Host Communities Project in support of Syrian refugee children, which has been implemented in Irbid since early 2014.

Lines of inquiry
The evaluation will look to answer the following questions:

Relevance/Appropriateness
- How relevant and appropriate is the current program design and implementation to: International Syria response priorities (London Compact); National Syria responses priorities (JRP documents); school-level needs of targeted schools (NESP); NRC Jordan education programme priorities (NRC JO Education Strategy); and the educational and social needs of Syrian refugee and host community children in targeted locations (UNICEF and other reports)?
- Noting both activities that have already been implemented as well as activities which are scheduled to be implemented in 2018, what should be done to improve the relevance and

appropriateness of the program? What programmatic areas should be scaled up or adapted in future?
- To what extent are the needs of target beneficiaries addressed by the Project? To what extent are their opinions considered in the design of the project?
- To what extent are the different needs of the various sub-groups (overage children, out of school children, adolescents, children with disabilities, children with special education needs) taken into account? How can the programme better target sub-groups to become more inclusive? Does the approach meet the needs of the students? How can they be made more appropriate?
- Is the project perceived as relevant by beneficiaries? If so, how? If not, why?
- Does the Project meet international minimum standards-applied to the context of Jordan- for school construction, DRR and education in emergency ?

Efficiency and effectiveness
- How cost-efficient and timely are the activities and processes used in the provision of education facilities and services by NRC in target schools? How do beneficiaries and key stakeholders perceive the quality of the services? Is the program implemented in the most efficient way (modality) compared to alternatives within the host community context?
- How effective is the project in meeting the intended outcomes of NRC Jordan's education ToC? Is the programme able to collect relevant and appropriate data to measure this?

Coordination

- How well is the NRC program internally coordinated across its Host Community Shelter (school construction) and Education teams, as well as its Camps Education team? Can it be improved? What is the potential for synergies with other NRC Core Competencies or programmes?
- What has been the role of NRC in the advocacy and coordination of quality school environments for all refugee and host community children? How can this be improved?
- How well does the education programme coordinate with formal schools and District Education Offices (DoEs)? What systems have been established to ensure efficient referrals between formal schools and NRC services, including infrastructure support as well as IFE (and future NFE) activities? How can these be improved?

Impact
- How have school expansion activities impacted on or – in the case of activities not yet implemented – likely to impact on access, overcrowding, student retention, and enrolment in target schools since the beginning of the Project? Have expansion activities impacted on student enrolment in nearby schools? Have there been unintended outcomes of the activities?
- How have either or both the expansion and education activities of the Project contributed to the overall quality of the school environment in targeted schools? How have the education activities of the Project contributed to improved learning outcomes in the target schools? How has the Project impacted on school personnel skills, knowledge, practices?
- How have education activities of the Project contributed to the protection, personal, social and emotional development of children in the programme?
- What impact- if any- has the Project had on out of school children?

Learning and sustainability
- What mechanisms have been built into the Project to ensure sustainability of outcomes? How are beneficiaries and other actors empowered in Project activities? Are there any suggestions to improve these mechanisms?
- What are the suggestions for more effective programming to meet the overarching objective of access and retention in quality formal education? (structurally, work modality and staffing)? Identify current gaps and suggest good practices for future responses and organizational learning.
- What, if any, are the scale up options for the Project in Jordan? How can NRC contribute to a sustainable educational strategy at a national level? What steps need to be put in place to ensure the Project can continue to provide quality education for refugee and vulnerable host community children?

- By reviewing the theory of change and identifying existing as well as potential innovative elements of the programme, what could be strengthened to achieve greater impact in areas identified as important by children and their parents, teachers and DoEs?

All NRC evaluations are required to respond to one additional 'Evidence Case Study' which addresses a strategically important question for NRC. NRC has a new strategic evaluation question for 2017: 'How can we ensure that we do the right things (according to the needs and priorities of the targeted population)?' (See Annex A attached for guidance on how to answer this question and to fulfil this requirement).

METHODOLOGY

To answer evaluation questions, NRC would like the evaluator to submit a study design and methodology, which focuses on participatory, qualitative methods, to complement the significant amount of quantitative data about the programme already available. In particular, we are seeking an evaluator experienced in participatory evaluations and with demonstrable experience of qualitative evaluations, such as process tracing or most significant change, is desirable. We require an evaluator familiar with theories of change.

At a minimum, the methodology should include a desk review of key documents, including analysis of existing quantitative data, semi-structured interviews with key informants, and methods to seek the views and perceptions of the targeted communities and key stakeholders. Also, a field validation exercise, for confirming preliminary findings with beneficiaries should be envisioned in the field part of the exercise.

EVALUATION FOLLOW UP AND LEARNING

NRC follows up all evaluations with a management response, and its implementation is subsequently tracked. This will include the documentation of key learning, which will be shared with the relevant head office technical advisor for circulation to NRC country offices.

This evaluation, including the case studies will contribute to an annual learning review, which feeds into an annual strategic planning processes. Key findings will be reported to NRC's senior management team in Oslo.

EVALUATION PRINCIPALS

The views expressed in the report shall be the independent and candid professional opinion of the evaluator. The evaluation will be guided by the following ethical considerations:
- Openness - of information given, to the highest possible degree to all involved parties
- Public access - to the results when there are not special considerations against this
- Broad participation - the interested parties should be involved where relevant and possible
- Reliability and independence - the evaluation should be conducted so that findings and conclusions are correct and trustworthy

COORDINATION AND MANAGEMENT OF THE EVALUATION

An Evaluation Steering Committee will be established by NRC, with the following members: M&E Manager (MEM), M&E Coordinator (MEC), Education Specialist (ES), Head of Programmes (HoP), and Head of Operations (HoO).

The Committee Chair – the ES – is responsible for facilitating access to information and education documentation sources, via a shared online folder, including M&E data. The Evaluation Manager – the MEM – is responsible for providing M&E data. The Evaluation Manager will also be responsible

for recruitment, contracting, travel, and field logistics for the evaluation. In case of any changes in the positions in the Country Office, the Steering Committee will be adjusted accordingly.

The Steering Committee will oversee administration and overall coordination, including monitoring progress. The main functions of the Steering Committee will be:

- to establish the Terms of Reference of the evaluation;
- select external evaluator(s);
- review and comment on the inception report and approve the proposed evaluation strategy;
- review and comment on the draft evaluation report;
- establish a dissemination and utilization strategy.

In addition to the Steering Committee, there will be a reference group with the following members: Host Education Project Manager, Host Education Project Coordinators, and the Regional Education Technical Advisor. The main functions of the Reference Group will be:

- to facilitate the gathering of data necessary for the evaluation;
- to participate in the validation of evaluation findings, and to ensure that they are factually accurate;
- to contribute to the management response;
- to act on the relevant recommendations.

DELIVERABLES AND REPORTING DEADLINES

The evaluator/ evaluation team will submit three reports and three presentations:

- Inception report: Following the desk review and prior to beginning fieldwork, the evaluation team will produce an inception report subject to approval by the NRC Evaluation Steering Committee. This report will detail a draft work plan with a summary of the primary information needs, the methodology to be used, and a work plan/schedule for field visits and major deadlines. With respect to methodology, the evaluation team will provide a description of how data will be collected and a sampling framework, data sources, and drafts of suggested data collection tools such as questionnaires and interview guides. Once the report is finalised and accepted, the evaluation team must submit a request for any change in strategy or approach to the NRC Evaluation Steering Committee. Inception report is due in **first draft by COB March 15h, and in final March 22nd. Field work will start in April.**

- Draft Report: Draft evaluation report to be submitted to the Evaluation Steering Committee, who will review the draft and provide feedback within ten days of receipt of the draft report. The draft will be submitted by June 1st, and feedback will be provided to researchers by **COB 14th June.**

- Final report: The Final Evaluation Report will follow NRC's standard template for evaluation reports. The final report should include a maximum two-page executive summary that summarizes the key lessons learned and should also include best practices case studies that can be shared with NRC's technical and management staff. Submission is **due 24th June** to the Steering Committee and will be finalised and approved by steering committee by **first of July.**

- Presentation of findings:
    - At the end of the field research, the evaluation team will present preliminary findings to validate and prioritise learning at the Jordan level (and , if possible, also the beneficiaries)/

All material collected in the undertaking of the evaluation process shall be lodged with the Evaluation Manager prior to the termination of the contract.

TIMEFRAME

Proposals should present a budget for the number of expected working days over the entire period.

The evaluation is scheduled to start in March and fieldwork is projected in April-May

The evaluator/ evaluation team is expected to provide a suggested timeline and work plan for the evaluation based on these scheduling parameters and in keeping with the scope of the evaluation questions and criteria.

In event of serious problems or delays, the (lead) evaluator should inform the Steering Committee immediately. Any significant changes to review timetables shall be approved by the Steering Committee in advance.

EVALUATION CONSULTANT TEAM

NRC seeks expressions of interest from individuals or joint applications, ideally with the following skills/qualifications and expertise:
- Sound and proven experience in conducting evaluations, particularly utilisation and learning focused evaluations
- Extensive experience of theories of change and how they can be used to carry out evaluations
- Expertise in participatory qualitative data collection techniques
- Background in delivery of education programmes

Additional, desirable knowledge, includes:
- Understanding of refugee education programmes
- Understanding of global and regional trends and initiatives on education

Necessary Skills:
- Fluency in written and spoken English is required
- Prior experience in Middle East
- Proven experience of managing evaluations of humanitarian projects in camp settings
- Experience of designing qualitative data collection methods and of managing participatory and learning focused evaluations
- Excellent team working and communication skills, flexibility and good organisation skills

APPLICATION PROCESS AND REQUIREMENTS

Application Deadline: February 15th

Interview dates: Week of February 20th

Bids must include the following:

- Proposal including, outline of evaluation framework and methods, including comments on the TOR, proposed timeframe and work plan (bids over 3 pages will be automatically excluded).

- Proposed evaluation budget including an estimation of the expected working days over the entire period between starting the work and the approval of the final draft by the steering committee (March-June/July)

- Cover letter clearly summarizing experience as it pertains to this assignment and three professional references.
- CVs and evidence of past evaluations for each team member

- At least one example of an evaluation report most similar to that described in this TOR.

Disclaimer: *The daily cost quoted needs to include all travel to and from home country (if living outside of Jordan), accommodation while in Jordan, equipment, phone calls and any costs associated with undertaking the Scope of Work (including insurance). Non-resident income tax rate*

is 10% and resident income tax is 5% and is to be deducted from the contract amount and paid by NRC to the tax department. An income tax clause has to be included in the contract with the percentage that will be deducted and paid to the tax department. NRC also provides the Consultant with the receipt (proof of payment) within 1 month. Tax at 10% will be deducted from any payment and so should be included in the budget. The successful candidate will receive his/her payment following clearance of the pre-agreed milestones.

Annex 3: Interview guides

MSC Story Collection Guide

Introduction: I am here today to discuss with you Norwegian Refugee Council's support of your school. As part of this project a number of activities have occurred, including the expansion or rehabilitation of the school's facilities, the running of a summer school, and a range of education and school improvement activities with teachers, students, and parents during the school year. I would like you to think back on that experience and some of the changes that you witnessed because of NRC's work in your school—either for yourself personally, your child/the children you work with, or the school community as a whole.

These changes can either be good ones or bad ones but need to be changes that are important to you. I am collecting a number of stories from individuals at your schools and others, and they will then be reviewed by a panel of people within the Norwegian Refugee Council, and possibly shared and read by others when the evaluation report is published.

Do you the storyteller (Note: Collect this at the end):

• Consent to us using your story in publications/reports (tick one) Yes ☐ No ☐

Contact Details

Role in the project (student/parent/teacher/counsellor/principal)* _____

Only to be collected for students: Age of beneficiary _____   M/F _____ Jord/Syr _____

School name _____

Date of recording _____

You/your child/your school was a beneficiary of the school expansion/rehabilitation, educational and school improvement activities supported by the Norwegian Refugee Council. Thinking back on this, what were three significant changes, either positive or negative, that have resulted from NRC's involvement in your school?

1. _____

2. _____

3. _____

Of these changes, which would you say has been the most important change to you personally and why? (Note: You will need to inser this into your story after it has been written)

_____

_____

_____

_____

TURN PAGE OVER

Now I would like you to tell me the complete story about this change. In doing so, describe what things were like before you/your child before NRC came to this school, how the change was brought about, and what things are like now. Try to tell the story in this sequence and I will write down what you have said and then read it back to you after for you to add/correct any details of what you have stated.

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What title or name would you like to give to your story?

_____

Interview Questions for NRC Stakeholders (Amman based)
- How long and how have you been involved with NRC's programming in Jordan?
- What has been the key objectives driving NRC's education programming in host communities in your opinion? Do you believe the programme has been effective in achieving these objectives? Why/why not? Does this mean the programme should change or the objectives of the programme?
- In your opinion, what would you say have been some of the biggest successes to date from the education programming in the host community setting?
- When thinking about these successes, what have been the factors that have been critical to achieving them?
- What have been some of the biggest challenges that NRC has had in working in host community settings in Jordan? Which of these challenges does NRC have control over, and which of these are more contextual in nature?
- In what ways does the unique context of each host community context influence how programming has been designed and implemented?
- How would you describe the coordination mechanisms which have occurred between and across the CC as part of this project? How might this be improved on?
- At present which organisations/agencies have the biggest influence on the educational opportunities and outcomes for children and adolescents in host communities? Why?
- How has the school construction/rehabilitation and education activities in the host community programme aligned with NRC Programme Policy, the INEE Minimum Standards, Sphere Humanitarian Standards to ensure relevance to best practice in the field at the moment?
- Do you believe the education programme in host communities is targeting the right beneficiaries at the moment? Why/why not?
- What would you say has been NRC's comparative advantage in providing support to schools in host communities to date? How might/has the organisation build off that success in the future in shaping its programming for education and other core competencies in Jordan, or within the region more broadly?
-

Interview questions for external stakeholders
- How familiar are you with the work of NRC in regards to education in host community settings? What do you believe NRC has sought to do with its programme? On what basis have you come to understand and know about NRC's work?
- Based on your observations and knowledge of NRC's activities, what would you say have been some of the biggest achievements of it to date? Why are these achievements so important to the both Syrian refugee populations, vulnerable Jordanian and other refugees who reside in these host communities?
- In the current institutional context with an increasing focus on Ministry ownership and involvement in education provision, how sustainable and effective do you think NRC's approach will be in the medium to long term?
- Are there particular groups of children where NRC has shown particular success in regards to its programming in your opinion? Why might that be? Are there particular groups where NRC has not shown success? Why might that be?
- At present time, what do you believe are the most needs of Syrian refugee children in host communities? How well do you feel NRC's programming can address these concerns, in terms of its approach? Explain.
- In working with NRC, what would you say is unique or novel about their approach to working with schools in host communities? Why do you think they can work in this way?
- At present time, what do you believe are the biggest challenges facing the donor community, education service providers and/or implementing partners in continuing to support the educational needs of Syrian refugee children and adolescents residing in host communities?

- How does NRC's response fit into the current Jordan Response Plan or your organisation's priorities, and are there areas that NRC could be better poised to contribute in terms of its education programming in host communities?

Annex 4: Fieldwork schedule

Date	Location	Activity	
Weds, Apr 25	Amman	Ritesh's arrival into Amman on **RJ 126** from **Frankfurt at 8:55pm**	
Thurs, Apr 26	Amman **Hayat**; 4th floor skype room all day - Confirmed	**8:30 –9:30 am**	Security Briefing **Ahmad Al Taher**
		9:30 – 10:30 am	Coffee break
		10:30 – 11:30 am	Meeting with **Julie**, **Negar**, and **Tareq**
		11:30 – 12:00 pm	Continuation; with **Negar**, **Tareq, & Jamal**
		12:00 – 12:30 pm	Lunch break + **Julie**
		1:00 – 2:00 pm	Individual interview with **Dominiek**
		2:00 – 3:00 pm	Individual interview with **Ana**
		3:30 – 4:15 pm	Individual interview with **Job Arts, EU Delegation**
		4:15 – 5:00 pm	Travel back to office and continue with **Julie**, if needed
Fri, Apr 27	Amman	**All day**	Day off—analysis of data
Sat, Apr 28	Amman	**10am-1pm (to be confirmed)**	MSC training session for NRC staff involved in data collection – **10 Participants: Awni, Linda, Dominiek, Omar, Zaid, Negar (tentative), Jamal, Julie, Hayat, and Aysha.**
Sun, Apr 29	Halhoulischool, DSS for boys	**All day (time to be confirmed)**	As per schedule in Table (1) below
Mon, Apr 30	DougaraSchool/ single shift for boys	**All day (time to be confirmed)**	As per schedule in Table (1) below - Depart Dougara 13:00 - Meeting with **UNICEF School Construction (Denise)** at 15:30pm at UNICEF office - Meeting with **NMFA** at 17:00 at café near Canadian Embassy (with Julie) - Back to office 18:00 (with Julie)
Tues, May 1	Amman	**Public Holiday**	Ritesh to collate and analyse data collected to date from field and analyse other data provided from M&E and/or HC team

Date	Location	Activity	
Weds, May 2	Amman (4th floor small meeting room – Confirmed)	**All day (8-4:30) *To be confirmed**	Interviews with remaining internal & external stakeholders (UNICEF, NMFA, MoE)
		8:30 am – 9:30 am	Individual interview with **Christian**
		9:30 am – 10:30 am	10am MoE – **Abdul Hakeem** – focal point Omar Adwan
		10:30 am – 11:30 am	MoE--
		11:30 am – 12:30 pm	Individual interview with **Elias**
		12:30 am – 1:00 pm	Lunch break
		1:00 pm – 2:00 pm	Individual interview with **Muriel**
		2:00 pm – 3:00 pm	15:00 **MECI** confirmed at MECI office - 7th floor, office 703 https://goo.gl/maps/cS4TWfEkNkF2
Thurs, May 3	Amman (4th floor small meeting room – Confirmed)	**All day (8-4:30) *To be confirmed**	Interviews with remaining NRC internal stakeholders and external stakeholders (UNICEF, NMFA, MoE)
		8:30 am – 9:30 am	Individual interview with **Paola**
		11am – 12pm	Individual interview with **Mirjam**
Fri, May 4	Amman	**Day off**	Day off (Ritesh rest day)

Date	Location	Activity	
Sat, May 5			
Sun, May 6	Rufaida School/ double shift for girls	**All day (time to be confirmed)**	As per schedule in Table (1) below
Mon, May 7	Irbid	**8:00 am – 12:30 pm (to be confirmed)** **1 pm till 3.15 pm**	- Individual interview with Shelter team leaders for HC programme - Individual interview with Education team leaders for HC programme - FGD with education and shelter officers ***To be arranged during previous Irbid days - Omar/Zaid** Interviews with DoE (Irbid and Bani Obeid)
	Amman		*Not appointed yet*
Tues, May 8	Amman	**AM**	**MSC selection panel in Amman (9:30-12pm)** - No Mirjam - No Tarek
		PM	**Findings workshop in Amman (2-4:30pm)** - No Mirjam - No Ana -
Weds, May 9	Return home	Depart Amman for Frankfurt on **RJ 125** at **10:40am**	

Daily Schedule for double shift school visits:

Time allotment	Activity	Individual responsible Staff member 1-Hayat, 2-Linda, 3-Awni
8:00-9:30	Interview and MSC story collection with school leader (AM shift)	Ritesh and NRC staff member 1
	MSC story collection from WASH committee parents (2), PTA parents (2) (individually 20 mins/each)	NRC staff member 2 & 3
10-11:30	MSC story collection from parents who moved children from other schools (4) (individually 20 mins/each)	Ritesh and NRC staff member 2
	MSC story collection from SS parents (2), AM and PM school counsellors (2) (individually for 20 mins/each)	NRC staff member 1 & 3
11:30-1	MSC story collection from general student population—2 who moved in 2017-8 to school and 2 who attended school prior to 2017-8 school year (Jordanian)	Ritesh and NRC staff member 3
11:30-1	MSC story collection from student parliament members (4, mixture Jordanian/Syrian)	NRC staff member 1 & 2
1-1:30	LUNCH	

1:30-3	MSC story collection from general student population-2 who moved in 2017-8 to school and 2 who attended school prior to 2017-8 school year (Syrian)	Ritesh and NRC staff member 1
	MSC story collection from teachers engaged in SS 2017 (2) and other teachers in school (2)	NRC staff member 2 & 3
3-4:30	MSC story collection from SS 2017 students (4 Syrian)	Ritesh and NRC staff member 2
	MSC story collection from SS 2017 students (4 Jordanian)	NRC staff member 1 & 3
4:30-5:30	Interview and MSC story collection from PM principal	Ritesh and NRC staff member 1, 2 or 3

Daily Schedule for single shift school visits

Time allotment	Activity	Individual responsible Staff member 1-Hayat, 2-Linda, 3-Awni
8:00-9:30	Interview and MSC story collection with school leader	Ritesh and NRC staff member 1
	MSC story collection from WASH committee parents (2), PTA parents (2) (individually 20 mins/each)	NRC staff member 2 & 3
10-11:30	MSC story collection from parents who moved children from other schools (4) (individually 20 mins/each)	Ritesh and NRC staff member 2
	MSC story collection from SS parents (2), school counsellors (2) (individually for 20 mins/each)	NRC staff member 1 & 3
11:30-1	MSC story collection from general student population—2 who moved in 2017-8 to school and 2 who attended school prior to 2017-8 school year (Jordanian)	Ritesh and NRC staff member 3
11:30-1	MSC story collection from student parliament members (4, mixture Jordanian/Syrian)	NRC staff member 1 & 2
1-1:30	LUNCH	
1:30-3	MSC story collection from general student population-2 who moved in 2017-8 to school and 2 who attended school prior to 2017-8 school year (Syrian)	Ritesh and NRC staff member 1
	MSC story collection from teachers engaged in SS 2017 (2) and other teachers in school (2)	NRC staff member 2 & 3
3-4:30	MSC story collection from SS 2017 students (4 Syrian)	Ritesh and NRC staff member 2
	MSC story collection from SS 2017 students (4 Jordanian)	NRC staff member 1 & 3