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Note

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Photos on the cover are: (from left to right, up-down)

1. School girls during class, in Palestine Primary School , Hebron
2. Training of teachers: project built through training envisioning CFS schools
3. Wall done by students on Children's Rights: each branch holds one right, roots are the children's rights
4. Boys at the play ground at Nahaleen secondary school for boys, revealed to a nearby growing Israeli settlement.
5. School boys during class, in Artas secondary school , Bethlehem
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Mr. Ihab Shukri

Director of School Health Education and Promotion

Ms. Hanan Tabash

Head Division of School Health Education and

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- *Ms. Rasha El-Khatib & Ms Joan Assali*

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Abbreviations:

ACRI	Association for Civil Rights in Israel
CAP:	Consolidated Appeal Process
CIDA:	Canadian International Development Agency
CEDAW:	1979 Convention on the Elimination of All Forms of Discrimination against Women
CFS:	Child Friendly School
CRC	Convention on the rights of the child- adopted 1989
DBP	Director of Buildings and Projects-MEHE
DCI/PS	Defense for Children International/Palestine Section
DGSH	Directorate General of School Health-MOEHE
DGM	Directorate General Manager
EDSP	Education Development Strategic Plan
FYP	Five Year Strategic Plan
GTZ	German Technical Cooperation
MOE	Ministry of Education
MOEHE	Ministry of Education & Higher Education
MOPIC	Ministry of Planning and International Cooperation
OCHA	Office for Coordination of Humanitarian Affairs
oPt:	Occupied Palestinian Territories
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics
PLC	Palestinian Legislative Council
PME	Planning, Monitoring and Evaluation
PNGO	Palestinian Non-Governmental Organizations
PRDP	Palestinian Reform and Development Plan
RBA :	Rights Based Approach
TOR:	Terms of Reference
UN:	United Nations
UNDP:	United Nations Development Program
UNESCO	United Nations, Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief & Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
WB	West Bank
WFP	World Food Program
WHO	World Health Organization

Executive Summary

The aim of the evaluation is to measure the outcomes/impact of the UNICEF-supported CFS projects in the 190 schools -supported between years 2003 and 2006- and their sustainability, within the framework of the oPt-specific criteria for Child-Friendly Schools (CFS). The Evaluation was planned to be both summative and formative in nature i.e. looking into the question of accountability for results, and the issue of learning lessons respectively, to help the Ministry of Education & Education (MOEHE), UNICEF and other stakeholders in the education sector to learn useful lessons that can help in the achievement of the rights of children to education.

Approach and Methodology: The evaluation is based on the “*Rights Based Approach*” as the conceptual frame for analysis. The Approach used the “*Child-Friendly Schools*” main concept based on children’s rights including education as every child’s right, considering the holistic approach to child’s well being, and identifying pre and post school intervention. The evaluation used the five key dimensions- used for evaluation of CFS as per the TOR- and its related indicators as the core domains for assessing Child Friendly Schools, and for examining effectiveness of the program, within the oPt set criteria, the five key dimensions are:

- The Quality environment
- The environment that is Effective for learning
- The Healthy environment that is protective of children
- The Gender sensitive environment
- The environment that is involved with children, families and communities

The methodology used is **Rapid Participatory Approach (RPA)** methodology for collecting data and carrying out the assessment, where more than 860 persons were consulted as part of the evaluation through interviews and focus groups with teachers, students, parents, community and directorates representatives at the school level, community level, directorate and governorate level, in addition to those done at the ministry level, and interviews conducted with UNICEF and key informants. In addition; 1129 questionnaires were filled out by school boys and girls from different grades between 6th and 11th grades, from 35 sampled schools of the three stratum (29 CFS schools under evaluation, 2 of the CFS new phase and 4 control schools). 35 class observation and school observation forms were also filled out in one of each in every school. Multiple methods used as planned in each school, within Nablus, Jenin, Tulkarem, Bethlehem and Hebron governorates in the West -Bank and Gaza Strip, desk reviews of primary data was also carried out, including the collected project and CFS related information and procedures.

Extensive analysis of the qualitative and quantitative data was conducted afterwards, with triangulations, and reports prepared. Evaluation was conducted during the period Nov2009-Jan 2010, with the participation of a competent team formed by OPTIMUM and lead by Randa Hilal and Khawla Shakhsher. There were multiple challenges and limitation the evaluation related to many reasons including the context and the timing.

Context: Palestinians living under Israeli occupation continue to encounter a “human dignity crisis” as specified by the UN, characterized by the erosion of livelihood systems, the continued denial of basic human rights and a forced dependency on international aid. Around 3.8 million

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Palestinians in the oPt reside in the West Bank (around 2.35 Million) including East Jerusalem and the Gaza strip (1.42 Million), 54% of whom are children who are facing daily measures restricting use of their own resources, land and water. The emergency status of the oPt overburdens the Palestinian families and children and is affecting inclusion and protection of children, it reflects on the education system and increase the MOEHE challenges to carry out its responsibilities, it affects the sustainability of the CFS concept as:

- with the separation wall near some of the schools, other schools are behind the wall with special permits requested and regulations to enter the area, settlements or settlement-roads are near other schools are situating other schools in non-safe, susceptible to attack, environment.
- The internal split and the two governments in the West bank and Gaza Strip, and hence the existence of the two ministries, and the resulting change in schools trained teachers and directors on political grounds have affected the CFS concept in most of these schools (to a larger extent have affected Gaza schools).
- The challenges faced throughout the years of 2006 till end of 2007, and the freezing of most donor support to the ministry has delayed enhancement of schools infrastructure and implementation of related projects to the concept. On the other hand the new project of supporting 10 schools (6 from the ministry and four from UNRWA) has revived the concept at the ministry and directorate level.
- PA-MOEHE can't reach or serve schools in J1 in Israeli annexed Jerusalem, the education status there is suffering due to a lack of schools and classes affecting the Palestinian children access to education in Jerusalem.

Relevancy: CFS supported projects was found in line with Palestinian national plans and that it became the heart of its national Education Strategy. Relevancy is high within the current context in the oPt, as CFS became more important in supporting MOEHE efforts to provide education in emergencies, that is prolonged and unpredicted, indicators for providing education in emergencies highlights enhancing the opportunities for access, protection and facilities, in line with CFS concepts, there is a document school case study 7.3, that illustrates the importance and role of CFS in emergency. CFS is in line with children's priorities working against violence they are subjected to, to promote a safe haven for students lacking the feel of security, and to continue and enhance promoting access to their right to education.

The CFS projects: the UNICEF Supported CFS projects during the years 2003-2006 was a continuation of UNICEF-MOEHE support started after the establishment of the MOEHE, projects started 1996 in health and life skills programs, then the MOEHE developed the Palestinian CFS standards. The project involved developing training materials, training trainers, piloting and then continue implementation at 190 schools.

Efficiency: Implementation of the UNICEF supported MOEHE CFS projects was found efficient, as the project was able to implement most of the planned activities in the allocated time with less resources than allocated. As a result, with the UNICEF support of around 443,000 US\$, manuals were prepared, 450 trainers trained centrally and in areas, over 4500 teachers trained, 100 directors training, activities with over 8600 family and community members conducted, 190

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schools implemented various activities and were equipped with the concept, 85,000 students should benefit from the project.

It was found that the approach used in implementation has enabled high efficiency, and enabled a PME structure on the different levels, policy, and directorate and school levels. Challenges to efficiency were in the less available funding for main infrastructural enhancement, other donors would need to be involved to counter this challenge, on the other hand monitoring of all domains within the different departments have faced challenges.

Sustainability: At the policy level: One of the main outcomes of the CFS supported projects is the adaptation of the concept at the policy level, through various plans and through the people at the policy level. Currently it is the main indicator of the education national strategy for quality educations, therefore sustaining the concept and spreading its effects.

The Approach: The sustainability elements were integrated within the CFS supported projects it included in developing the system, the tools for implementation, the human resources and the tools for monitoring. The gradual implementation of the projects developed the CFS Palestinian MODEL.

Sustainability at the school level: *One of the Main findings of the evaluation was that the CFS model is still sustainable in certain schools and partially sustainable in others; years after the implementation of the projects;* as follows:

1. 1-2 schools visited in each governorate out of the 5 visited schools in each governorate are still integrating the CFS concept at the schools fully, considered a model school, where the domains were reflected through students, families, communities and directorates satisfaction of the ongoing implementation of the domains of the CFS, surveys and observations have confirmed these results.
2. 2-3 other schools in each area are having partial ongoing achievements from CFS, while the rest (1-2) have totally lost the concept at their schools due to various reasons. Gaza has indicated greater weaknesses than other areas. Nablus area as well as boys higher level schools in different areas followed (showed weakness in the indicators).

Meanwhile, there are other schools that the concept has faded in, and its elements and domains are not apparent. While there are schools that did not implement the project, but have high indicators on CFS concept. All these models were analyzed to better understand the elements of sustainability and elements that worked against sustainability.

The evaluation has revealed that the main elements which sustained the concept at schools were Principals, Teachers and Counselors, which acted as the Mind, Body and Soul of sustaining the concept. Their effect on the sustainability and impact of CFS was apparent throughout the research. Communities and families have played a main role in some schools in sustaining CFS at schools as well.

It was found that active principals that believe in human rights values and children's rights, whom had strong leadership, were able to motivate teachers, students, staff, families and communities, the movement of certain committed teachers by the ministry away from the CFS school have affected its sustainability. Counselors are the soul of the concept as their work was to spread children's rights, provide safe zone for students, and communicate with teachers, staff

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and some time families to support child's rights. Some schools were sustained due to the counselor after principal and main staff were changed, other faded concept schools were suffering high levels of child abuse due to lack of counselors.

Evaluation has indicated three kinds of teachers, the committed teachers that are sustaining the concept and developing their competencies, the traditional teachers that are resistant to change and those in between. Teachers in general are overburdened with compact curricula and have low esteem due to low salaries and incentives. It is recommended to put a comprehensive strategy in place focusing on awarding the competent and committed teachers with the CFS concept, while limiting the effect of the traditional ones and supporting those in between.

Communities and families have been active in sustaining the concept; active ones were the main support to its implementation and sustainability. There were active communities who activated the role of control schools.

Elements that worked against sustainability were mainly related to policies and measures, human resources and infrastructure. Challenges to sustainability have been mainly in the political context of the oPt diminishing the feel of security of students commuting to schools, especially in certain "C" areas controlled by the Israeli army and settlers, which accounts for 60% of the oPt. Another challenge is in the economic status and its effect on students' health, and increase of drop-out rates among boys to work and support their families. Challenges to sustainability were also in the political split and in the negative cultural attitudes towards violence and gender.

Impact:

Evaluation has found that implementing the CFS program has impacted teachers, principals, counselors, families, communities, having impacted other schools and most importantly have impacted children and still is. Its impact on enhancing teachers teaching methods and techniques as mentioned in detail by teachers was apparent in students' evaluation of the effective education domain achieving higher results than the control schools. Its impact on principals and counselors was apparent in sustaining the model and spreading its effect, were it has increased their awareness, and commitment to children's rights and enhanced principals leadership ability to implement.

Families stated that the project has assisted them in dealing with their children's behavior problems, academic achievement problems, and in raising their awareness towards their children's rights. It has engaged them in school activities and support and in their children's progress at school. Communities became more active in supporting the school, more active in supporting children's rights and enhancing school environment, and were able to use facilities of the school for the community.

Impact on other school was due to adopting the Palestinian CFS standards in other projects, the adaptation of CFS concept at the policy level, as a result the MOEHE base line study showed good achievements of CFS indicators in all schools compared to other countries.

Impact on children was apparent as teachers and parents have noted enhancement of their life skills capacities, their academic abilities, and their commitment to school. 73% of Children have mentioned that they like school, over 85% wished that CFS is implemented at all schools. CFS

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school children were achieving better impact on the set indicators. When analyzing further the reason of not liking the school by the students at the CFS schools, or questioning the result that percentage of students who likes the school are similar percentage to the control students (72%) It was found that impact was variant according to grade, and that students at higher grades are less likely to like going to school, 45% at 10th grade compared with 96% at 6th grade, this was noted also in school respecting rights, and enjoying the topics they learn at school, (figures 8.1-8.8) and that the following reasons were the main challenges to the impact: 1) violence practiced against children specially by teachers, 2) teachers and teaching materials and study pressure 3) discrimination against certain students (figure 8.9 and 8.10). Reasons for discrimination are listed but were mainly due to ability, economic status, gender, residence and others.

Hence measures directed towards school to overcome challenges to impact should be taken; there are various relevant recommendations in the document, including confirming the need for the UNICEF-MOEHE efforts to have a public law against child abuse. The students at upper grades, especially boys, should be given high priority for ending abuse and upholding their rights.

Effectiveness:

Quality environment / Inclusiveness: The Palestinian general education system gives children, boys and girls, the right to go to school. As the Palestinian education system is compulsory from grade 1 – 10, which is the basic education stage; hence all children age 6 – 16 should have a place in Palestinian schools. The high enrollment and completion rates are indicating that education is provided for all. The recent MOEHE inclusive education regulation for inclusion of the special needs students at all stages and schools encourage inclusiveness for all, where it implies that children with special needs have the right to go to school. Evaluation has revealed that inclusiveness and responding to diversity is challenged by unavailable infrastructure in certain schools, unavailable appropriate classes to included all, unavailable facilities, or unavailable infrastructure adaptation for physically disabled students. The lack of resources, being; trained teachers and space (resource room), is also a challenge to respond to special needs students with different abilities. On the other hand it was noted that students were inclusive of special needs students, treating them equally and sometimes with extra care and attention.

61% of students in the sample under test mentioned that “Teachers treat every student equally when committing a mistake”, this percentage increased to 65% in the new phase schools, and was comparable to 48% in the non-CFS control schools. Issues of concern for the other 35-40% regarding discrimination were indicated by students as based on ability, economic and social status, area of residence, gender, special needs, personality and others. First two appeared in most schools with different levels, CFS model schools had less discrimination, while the less the concept is available the more the discrimination. Within the same regard, acknowledging rights by teachers and principal and practicing them is also relevant to how much the school have sustained CFS.

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Effective for learning: It was found that CFS schools scored better than control schools in promoting **child-centered democratic learning** according to student survey, where indicators scored between 76% to 92%, compared to around 63-64% for most of the indicators in the control schools (table 9.2) classroom observation has also confirmed the result. The newly adopted Palestinian curricula promotes child-centered democratic learning, but one of the challenges for its implementation is that it is compact, and MOEHE supervision request its implementation within the limited time available, as teachers in most schools mentioned, hence child-centered activities are skipped by teachers.

Teacher-Centered learning: Focus group discussion and interviews have indicated that although various training and capacity building programs was provided for teachers including the CFS project, a serious issue of low moral teachers that affects their commitment is witnessed, mostly related to minimal appreciation from authorities and recognition of their work, low income they are achieving, and the lack of incentives for the committed ones. Nevertheless there are various teachers who were excellent at their work, and highly committed.

It was clear from classroom observation that teachers promotes **learning outcome** to a certain extend in 2/3 of the CFS schools observed, while exhibited students individual and group work was observed in 58% of schools. It was noted through interviews that some schools had low academic achievement due to low motivated teachers, increase of violence against children, less motivated students and lack of parents' interest and following-up.

Protective Environment- Health: Health follow-up and services are provided by most CFS schools for students and control schools as well, health records were found in most of the visited schools, indicators were similar of the three groups, a little higher in the new-phase schools. The DGSB have indicated that health follow-up and measures are carried at all schools, although its better monitored at CFS schools, regulations and measures evolved from their work in CFS.

Hygienic clean environment was observed in most of CFS schools -around 25 schools out of 31- drinkable water and clean environment were found, but other schools would need attention, smoking is a phenomena in most upper-grade boys schools while drugs is non-existent. The school observations have noted that most of the schools are safety structured with adequate healthy environment except for the metal bars between the street and sidewalks that most are lacking, regulations to keep students in and close gates are followed during school hours.

82% of schools under test and control students “try to get involved in discussions among my family members concerning family issues”, the percentage rose to 86% for new phase students. On the other hand less students were interacting with neighboring kids, 62% of students at schools under test, indicated that they “play with neighboring friends group games” , which is higher than the control group of 42%,observation has noted that 71% of schools had positive life skills indicators compared to 62% of the control schools.

Protective against Violence: Over 40% of the students have been subjected to physical or/and psychological violence from their teachers in the schools under test, it is also apparent in the other schools at lower scales, but more apparent in most middle and higher grades basic boys schools, although present at elementary and girls school as well. Violence is also practiced

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by principals and at minimum level by other staff members. Violence is also practiced by parents. Violence against children at schools is a serious issue that is jeopardizing CFS achievements and sustainability, this phenomenon is almost non-existent at model schools, and is not practiced by committed teachers, the MOEHE regulations forbid child abuse by teachers or principals, in specifically beating, but it seems that it is practiced at wide. UNICEF is working with MOEHE to formulate a law that could be adopted on the public level

Gender sensitive: 70% of students at schools under test stated that “Male and female students have the same chance in succeeding” similar results were stated by students of the new phase schools. This results compares to the control schools, were only 60% of the students agreed on the above. It was noted that options for career and educational streaming is stereotyped, source of information for students’ opinion was mainly the family, little effect of career counseling or awareness is noted. Co-ed schools were mainly at elementary level of schooling 1-4 grades. The limited number of coed schools at higher classes existed in villages but had total separation between genders, as they were separated in the playground, and in classes, female students sit in the back. In such setups girls’ participation is minimal.

1.1.1 Democratic participation of students: Results revealed that the students at the CFS schools are given the chance to take decisions, school involves students in solving problems, and a representative student attends faculty meetings to discuss issues concerning students, more than students in the control group. It was also noted that the number of committees at CFS schools are much higher and hence the involvement of students in school life is also much higher. This aspect would still need further development, especially involving students in decision making, problem solving and in meetings.

Family focused, Most of the CFS schools involve the families in meetings, discussing children achievements, and cooperation. Results are higher than control schools, even though less achievement was witnessed in involving families in activities.

Community based, Interviews and focus groups with the communities and the schools have revealed that 18 schools have relations with schools, while others were not setting such relations, mostly due to the schools and inactive principal, while some were due to the lack of interest of the local community. The 2 new phase schools had an active relation with the community. On the other hand schools in villages or with active principals or communities from control schools were able to establish such relations.

Averages of all domains as perceived by students summarizes CFS level of achievements in schools, as all averages achieved more than 60% for experimental schools, new phase schools have achieved better in most cases, CFS schools (experimental and new) have achieved better than control schools in most cases, except for community participation, and was equal in quality. The adaptation of the CFS concept at the policy level had a major effect on control schools achieving on the CFS domains. The existence of counselors that were promoting the CFS concepts in all schools was also found a main reason.

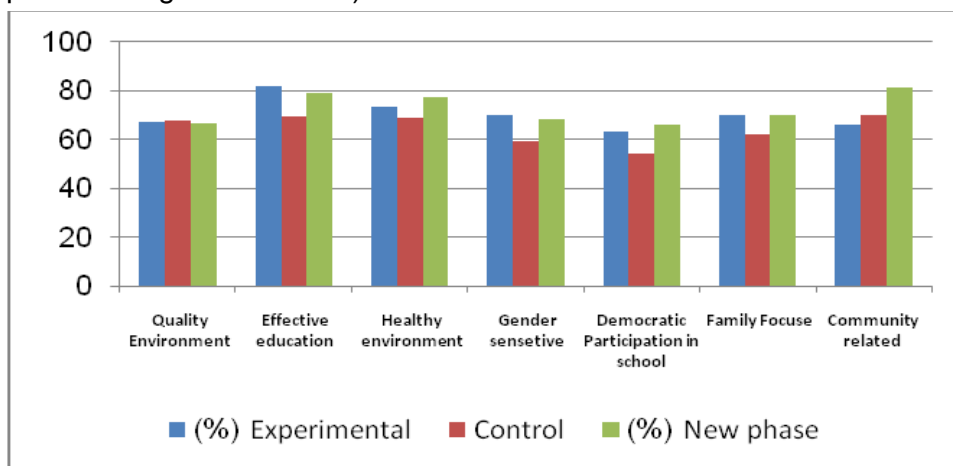
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Therefore effectiveness was found satisfactory in CFS schools, and could be increased. Nevertheless most schools have achieved badly in protection against abuse as figures 9.10 and 8.9 and relevant section explains.

Averages of CFS domains indicators- students' survey (except for protection against violence)



Cost Effectiveness: CFS implementation cost: 2,333US\$/per school and 5US\$/per child, managed at the year 2006 to reduce it to 1,340US\$/per school and 3 US\$/per child. (Initiation cost already included in the first years of project implementation)

Recommendations: The evaluation has revealed that implementing Child-Friendly School projects have promoted an increase in respect of children's rights, increased inclusiveness, increased equity, but further efforts are needed for protection within and outside the school environment. It was noted that various domains of the CFS was affected positively, increased child-centered and democratic learning increased engagement of children in school activities, increased family and community participation, enhanced hygiene and health environment, enhanced exclusiveness of different groups and promoted gender equity.

Over 85% of all students wanted the CFS concept to be implemented in all schools, the adoption of the concept on the policy level through the MOEHE strategy, presents the ideal situation to spread the CFS concept to other schools. The belief of the various policy makers at MOEHE and directorates, that CFS is a concept and a way of thinking to develop schools, would be the driving force for its spreading. Hence recommendations are presented along two axis:

1. **First axis would be to "Spread CFS model to other schools through using established current models and lessons learned from the evaluation".**
2. **The Second axis of recommendations is to "Sustain and Enhance the CFS in the 190 school". Through enhancing elements affecting sustainability, effectiveness and impact.**

Section I : Introduction, Methodology and Contextual Background

1. Introduction

1.2 Introduction to Child-Friendly School (CFS) principles and Children's rights

The Convention on the Rights of the Child (CRC) is the most widely endorsed human rights treaty in history, currently ratified by 193 States parties. On 20 November 2009 the global community celebrated the 20th anniversary of the adoption of this convention by the United Nations General Assembly. The Convention offers a vision of a world in which all children survive and develop, and are protected, respected and encouraged to participate in the decisions that affect them. This vision promotes a world of peace, tolerance, equity, and respect for human rights as well as shared responsibility. The convention is considered a unique document that sets international standards for the care, treatment and protection of all individuals below the age of 18. The evolution of international standards for children rights, and developing of these standards over years; from the year 1924 until the adaptation of the Convention of Rights Children's in the year 1989 and the following adaptation of conventions and protocols until the year 2007, has transformed the standards from aiming for children's development on various levels, helping orphaned, hungry, sick children, towards adopting more civil, political, social and cultural rights for children¹.

Since 1988, UNICEF and other UN organizations became advocates of the human rights-based approach of programming to fulfill the rights of women and children under the Convention and CEDAW. The human rights-based approach is derived from principles that underline both conventions: accountability, universality, non-discrimination, indivisibility and participation. Under this paradigm, advancement of the realization of human rights, as laid down in the Universal Declaration of Human Rights and other major human rights instruments.

The adoption of the convention and the different protocols has enabled the advancement of children's rights in different countries around the globe throughout the years, it has enabled countries and organizations to carry out monitoring and evaluations based on main indicators stemmed from these rights, for further achievement of rights. It is envisaged that better nutrition, primary health care, education and protection for children are likely to be far greater and long-lasting than in almost any other area of development.

“Evidence has shown that investing in child rights is both a responsibility and an opportunity. It is a responsibility because poverty, under nutrition and other deprivations undermine children's abilities to develop to their full potentials. It is an opportunity because the gains achieved through better nutrition, primary health care, education and protection for children, are likely to be far greater and long-lasting than in almost any other area of development”.

Ann M. Veneman, Executive Director, UNICEF
Celebrating 20 Years of the Convention on the Rights of the Child

¹ UNICEF, The State of The World's Children, Celebrating 20 years of the convention on the Rights of the Child, Nov 2009

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The Convention consists of 54 articles that encompass a broad range of economic, social, civil, cultural and political rights, all of which contribute to creating a powerful and comprehensive framework for child rights, including The Right to Education and Basic Education, together with other rights that inspired the CFS principles. CRC, with its rights-based approach to education, emphasizes the importance of safeguarding the interests of the child by making such interests central to all decision-making in education. This is the child-centered principle, which is the main principle of the CFS.

A rights-based approach to quality education requires the CFS concept to be mainstreamed in government monitoring and evaluation. This requires all stakeholders to agree upon the criteria for assessing the child-friendliness of the learning environment, and for each group to have a role in the monitoring and evaluation process. Government and other stakeholders considered as duty bearers to children's rights to education.

The CFS models and principles are not an abstract concept or a rigid methodological prescription. They represent pathways towards quality in education that have evolved from the principle of education as a human right to a child-centered philosophy that considers the interest of the child as paramount at all times. **Main Principles of the CFS derived from the Convention on the Rights of the Child²:**

- **Child-centeredness:** Central to all decision-making in education is safeguarding the interests of children.
- **Democratic participation:** As rights holders, children and those who facilitate their rights should have a say in the form and substance of their education.
- **Inclusiveness:** All children have a right to education. Access to education is not a privilege that society grants to children; it is a duty that society fulfils to all children

The child-friendly school criteria in the Palestinian context were determined as one that provides:

- An appropriate, healthy environment for the child and safe environment in school and outside school;
- Education for All and promotes a structured, child-centred curriculum and teaching-learning methods appropriate to the child's developmental level, abilities and learning style;
- A democratic environment that encourages debate, expression of opinion and participation;
- Encouragement for local partnerships in school-based management;
- Family-focused works to strengthen families;
- Help for children, parents and teachers to establish harmonious and collaborative relationships that are community-based and;
- Support or acts in the community for the sake of children

² See <http://www.unicef.org/crc/>

1.3 The evaluation Purpose and Objectives:

The aim of the evaluation³ is to measure the outcomes/impact of the UNICEF-supported CFS projects in the 190 schools -supported between years 2003 and 2006- and their sustainability, within the framework of the oPt-specific criteria for Child-Friendly Schools (CFS).

The Evaluation is planned to be both summative and formative in nature i.e. looking into the question of accountability for results, and the issue of learning lessons respectively. It will help the Ministry of Education & Education (MOEHE), UNICEF and other stakeholders in the education sector to learn useful lessons that can help in the achievement of the rights of children to education.

Based on TOR; the main purpose of the evaluation was set to produce an independent professional evaluation report that would assess impact, relevancy, efficiency, effectiveness and sustainability based on the qualitative and quantitative assessment. The evaluation would be testing impact on the community, the direct and indirect beneficiaries, students, teachers, families, directorates and MEHE.

The evaluation aimed at testing the modalities used and related procedures and practices, in addition to testing the achievements while checking efficiency. The evaluation also aimed at testing the added value of the development support, as well as the sustainability factor on three levels, institutional, financial and technical, in addition to investigating relevancy with national needs and plans.

Hence the objectives of the CFS evaluation were set as:

- To find out the impact of the CFS on children & schools.
- To find out the impact of capacity building on the school teachers and staff.
- To measure the outcomes and the effectiveness of the CFS project supported by UNICEF.
- To assess the efficiency and accountability of the project.
- To assess the sustainability of the project beyond the support provided.
- To assess the relevancy of the project with national plans and development indicators.
- To draw Lessons learned from the CFS experience and suggest recommendations.

2 Conceptual Framework, Approach and Methodology

2.1 Conceptual Framework and Approach

The evaluation is based on the “**Rights Based Approach**” as the conceptual frame for analysis with emphasis on “**Empowerment**” and “**Participation**”. It used **rapid participatory approach RPA** methodology for collecting data and carrying out the assessment.

The Approach used the “Child-Friendly Schools” main concept based on children’s rights including education as every child’s right, considering the holistic approach to child’s well being, and identifying pre and post school intervention.

³ Refer to Annex 1 for the Statement of Work and TOR

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The evaluation used the five key dimensions- used for evaluation of CFS as per the TOR- and its related indicators as the core domains for assessing Child Friendly Schools, and for examining effectiveness of the program, within the oPt set criteria, the five key dimensions are:

- **The Quality environment**
- **The environment that is Effective for learning**
- **The Healthy environment that is protective of children**
- **The Gender sensitive environment**
- **The environment that is involved with children, families and communities.**

The effectiveness was tested with children, teachers, headmasters, MEHE directorates and supervisors, through qualitative and quantitative methods, as well as families and communities involved in the program. The impact, relevancy, efficiency, and sustainability were also tested using various tools through stakeholders, key informants and desk review, all based on the five key dimensions and related indicators⁴.

The approach aimed at ensuring impartiality and participation of stakeholders and beneficiaries in the process. It included all the different views. Accountability was tested through assessing the efficiency and sustainability of the project and approach. Approach documented best practices; lessons learned and suggested recommendations for MOEHE, UNICEF and future interventions.

2.2 Methodology

The methodology carried in the evaluation was the **Rapid Participatory Approach**, in order to adhere to the scope of the evaluation within the limited time available. The approach generated qualitative and quantitative information to satisfy the assessment requirements in line with the “Child-Friendly Schools” concept and dimensions within the set criteria, assessing **relevance, effectiveness, efficiency, impact, and sustainability** of the project, in addition to the approach within the Palestinian context.

Optimum for Consultancy and Training has carried out the evaluation, forming an evaluation team and leading it through Randa Hilal, the director and senior consultant, who is one of the two main evaluators. The evaluation team consisted of multi-skilled consultants; Randa Hilal is an expert in development and Right-based approach, a specialist in carrying impact assessments and evaluations in the education sector and for other development initiatives and institutes, and Khawla Shaksheer, the other main consultant expert in education and teacher training, and has been involved in conducting evaluations in the education sector. The team consisted of a financial and costing consultant, for the specific issue, and of six experienced field workers spread around the West-Bank and Gaza, as well as office assistants and data entry employee, all team members complemented in skills and competencies, its structure enabled the efficient and quality conduction of the evaluation.

The Evaluation was conducted during the period November 2009 till January 2010 in three phases; **the first phase was the Mobilization and Preliminary analysis phase**: where the team

⁴ Refer to Annex2: Evaluation Questions and Tools, it is prepared based on key dimension for assessing CFS detailed in TOR and based on the developed Palestinian criteria

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was prepared, the two main consultants prepared plans, participated in the initial kick-off meeting, carried out desk review of secondary sources, conducted Initial Situation analysis of Political and Socio-Economic Status in the oPt and the targeted localities in the West Bank. The phase also included preparing tools for the evaluation, deciding on the sample, selecting and orienting the 6 field teams for work in the North, South, and Center of the West-Bank, and Gaza.

The Sample: The review team has selected a representative random sample from the population (190 schools), 31 (16%) schools were selected, 5 schools from each of the education directorates in the West Bank: Hebron, Tukarem, Jenin, Nablus and Bethlehem education directorate districts, and 5 from the Gaza Strip, one school from Ramallah was added as it is currently implementing a new phase of CFS project, another school from the selected ones was also implementing the current phase of CFS. Selection took into consideration Gender of the schools and locality of the schools as table 2.1 below indicates. Four control schools were selected: one school from each part of the West Bank (North, Center, and South) and one school from Gaza. Two of the 31 schools are currently implementing the new phase of CFS out of the six supported schools. Hence, the sample represented three strata, CFS schools that implemented the projects from 2003-2006, CFS schools that implemented and are currently involved in the new CFS project, and the control schools.

Table 2.1 summary of the sample selected for the schools:

Details of schools	# of schools	By Gender			By locality			West Bank/ Gaza	
		Boys	Girls	Co-ed	Rural	Urban	Refugee camp	WB	Gaza
CFS schools (2003-2006)	29	12	13	4	11	17	1	26	5
CFS schools –new phase	2	1	1		2	-	-	2	-
Control schools	4	1	2	1	2	2		3	1
TOTAL		13	16	5	15	20	1	29	6

Note: Basic education for Refugee camps is the responsibility of UNRWA,

Students were also randomly selected in each school, so that those who were selected for the questionnaires were mostly different than those who participated in the focus groups and different than the students participated in the classes selected for observation.

In the selected schools (under evaluation, new phase and control schools), the **prepared tools were;**

- Interview questions for directors, counselors, and health staff at schools
- Focus groups Themes for different focus groups with students, teachers, and parents
- Questionnaires for Students' survey
- School Observation checklist form
- Class room observation form

In addition to the prepared tools for the following related methods:

- Interviews/ group interview questions with related community and directorates
- Interview questions and directions with MOEHE and UNICEF staff, as it was semi structured.

The second phase of evaluation included conducting the actual review, assessment and field work. During which more than **860 persons were consulted as part of the evaluation through interviews and focus groups** done at the school level, community level, directorate and

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governorate level, in addition to those done at the ministry level, and interviews conducted with UNICEF and key informants. During the second phase **1129 questionnaires were filled by school boys and girls** from different grades between 6th and 11th grades, from 35 schools of the three stratum. **35 class observation and school observation forms were also filled one of each in every school.** Multiple methods used as planned, with 31 CFS schools visited, and 4 control schools, within Nablus, Jenin, Tulkarem, Bethlehem and Hebron governorates in the West-Bank and Gaza Strip, desk reviews of primary data was also carried out, including the collection project and CFS related information and procedures. During this phase, findings of different methods were triangulated, and overall findings were drawn accordingly⁵.

Methods used in this phase have addressed the 31 selected sampled schools, the 4 control schools; addressing their communities, their education directorates, addressing steering committees, stakeholders and people at the policy level. Around 2000 people were consulted through various methods as indicated and as table 2.2 below summarizes, in addition to 35 class observation, and 35 school observation forms filled.

Students' survey and observation forms were analyzed using SPSS software, information was generated from analyzed variables and correlations, quantitative and qualitative information were cross-checked and findings derived. The third phase included analysis of findings, presenting findings to the stakeholders, collecting feedback and report writing.

Table 2.2: List of people interviewed by method and category⁶

Category	Method	Number	Note
Students	Questionnaire based Survey	1129	52 Closed and open questions
MOEHE Teachers / Staff	Focus groups & Interviews	197	Through 192 interviews and 86 focus groups with the participation of 637
Health school and directorates employees	Interviews/ Group interviews	25	
Directors	Personal interviews	35	
Counselors / Educational counselors	Personal interviews	35	
Students		285	
Parents	Focus groups & Interviews	163	
Local community representative	Interviews/ Group interviews	41	
Directorate staff from 11 Directorates	Interviews/ Group interviews	37	
MOEHE staff / directors, General directors and heads of departments at the ministry Including CFS committee at MOEHE	Interviews/ Group interviews	29	
UNICEF staff	Personal interviews	7	



⁵ Refer to Annex 3: for detailed list of people met, schools selected, observed and students participated in the survey, as well as list of document reviewed

⁶ Details of people met and students filled the survey are in Annex 3

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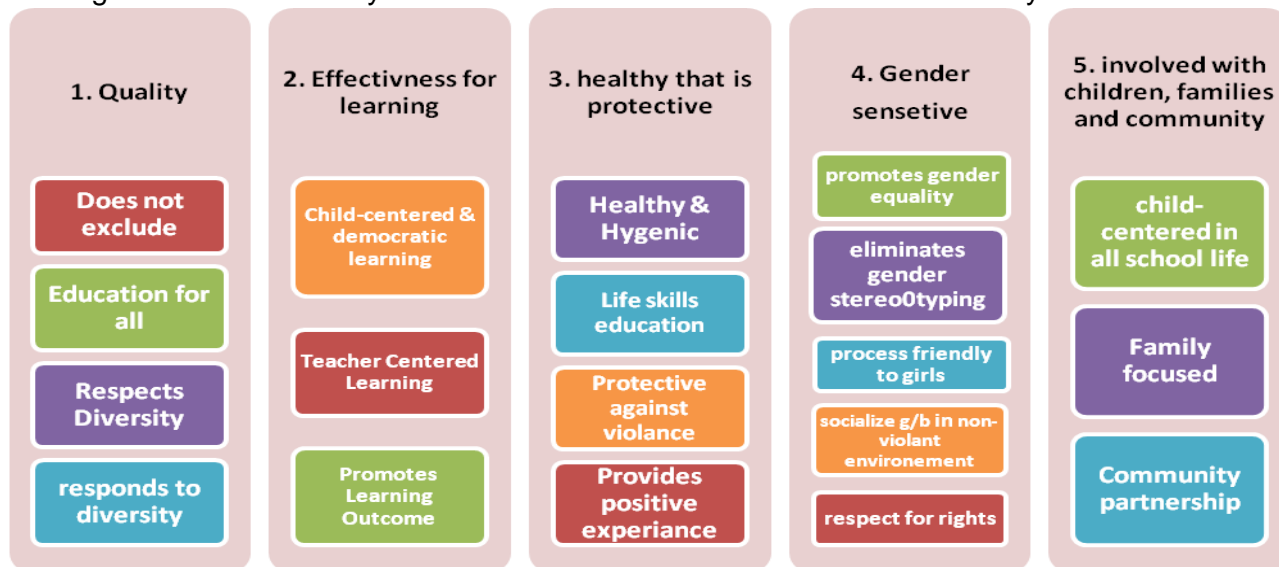
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Pictures 7, 8, 9, 10: above and below, of Focus groups with teachers, students, families and students filling the questionnaire.



The third phase included analysis of findings, presenting findings to the stakeholders, in addition to collecting feedback and report writing. Analysis was carried for the collected quantitative and the qualitative data and information, the CFS concept implemented in oPt and the CFS projects and activities were restructured, then findings were presented in the report as Efficiency, relevance, effectiveness, impact, sustainability, in the mentioned order followed by recommendations. Overview of the CFS projects and Efficiency depended mainly on internal document review and interviews, while the other parts of the findings depended on all the combined tools used. Surveys were analyzed based on the five key dimensions and sub-dimension for assessing Child Friendly Schools stated in the TOR, that are based on the global and Palestinian CFS set criteria, as figure 2.1 illustrates.

Figure 2.1: The Five key dimensions and sub-dimensions used in the analyses



Findings of the survey were presented in the effectiveness and impact parts according to the presented criteria, qualitative findings were following same structure. Qualitative findings were used in all parts of the findings. Details of qualitative and quantitative findings are presented in the annexes.

Limitations and challenges to the evaluation:

First challenge to the evaluation has been in the limited duration for the evaluation, and the limited time available to enter the schools before the first semester exams and mid-term holiday, following initial meetings and planning, to overcome this limitation, the number of field teams were increased to six instead of four to cover the schools within the limited period of time. Second challenge was in the MOEHE staff employees strike in January followed by the mid-term holiday that delayed team's interviews with MOEHE staff. Third was the timing of the financial and cost assessment that coincided with the end of year, which was a busy time for the financial department, delays were witnessed, and extra efforts were exerted to allow the evaluation within the timeframe. The fourth challenge was in the changes of supervision and responsibility of the project among three MOEHE departments during the period under evaluation, extensive efforts were done to locate reports and track the project management. The fifth was in the back dated period under evaluation starting 2003. Such challenges have limited the ability to track or get hold of reports covering the initial years, delays and extra efforts were exerted by the team. The final challenge was in the mobility restriction in the oPt, and the inability to reach certain areas and hence the sample was changed (2 schools had to be substituted with other reachable ones by the team), as the schools selected initially required special permit (refer to chapter 3 for details), Jerusalem was not part of the sample as it requires special permit as well.

3 Contextual Background and Status in oPt

3.1 Contextual Background in oPt⁷

Palestinians living under Israeli occupation continue to encounter a “human dignity crisis” as specified by the UN⁸, characterized by the erosion of livelihood systems, the continued denial of basic human rights and a forced dependency on international aid.

Around 3.8 million Palestinians in the oPt, reside in the West Bank (around 2.35 Million) including East Jerusalem and the Gaza strip (1.42 Million), 54% of whom are children, are facing daily measures restricting use of their own resources, land and water, as over 60% of the West Bank land is considered zone C, under the authority of the Israeli forces, population living in these areas have a complicated system of permit regime some times to use their resources, eroding the livelihood systems of Palestinians, as agriculture and animal raising are strangled with such measures. ***The multi-layered system of restrictions and closure regime imposed on the population of the West Bank restricting the movement of people and goods in addition to the tight siege imposed over Gaza since 2007. The restrictions on the entry of goods and fishery activities have affected the whole economic status of the oPt*** limiting any chance for economic development. Increased unemployment and poverty pushed over 40% into food insecurity, according to WFP and over three quarters of the population into humanitarian aid dependency.

The overview map of the oPt below illustrates the fragmentation of the land and its effect on movement of goods and people, explained as:

⁷ Main reference for this section is OCHA at : <http://www.ochaopt.org/>

⁸ UN, 2010 Consolidated Appeal Process (CAP),

is not granted, and sometimes their constructed buildings are demolished, some villages are considered unrecognized and hence denied services.

5. **Palestinians are restricted and not able to expand:** An estimated 60,000 Palestinian Jerusalemites are at-risk of displacement, due to the possible demolition of their homes by the Israeli authorities for lack of building permit or by eviction as a result of Israeli settler activity. The trend of demolishing homes in east Jerusalem is increasing with over 100 homes demolished each year, leaving hundreds of people homeless, while over half of them are children.
6. **Centers of economic activities are badly hit:** Nablus, which is considered the central city for the north of the WB, was totally isolated for over 7 years, hitting its economy and impeding any possible economic growth. Hebron (center city in the South of the West bank) has a settlement inside its old city center, restricting activities and movement into these zones, closing its active economic center there. A study conducted by OCHA in 2009, on the Bethlehem governorate showed that only 13 percent of the territory was available for Palestinian development. Qalqilia city is completely surrounded by the Wall with gates allowing and/or denying entrance and exit.

It was hoped by the international community and the Palestinian people that peace talks could provide Palestinians with an opportunity to achieve their rights, and would put an end to violation of human rights in the area. The Palestinian Authority took their responsibility in the oPt in the year 1994 following the signing of the Oslo accords, their mandate was limited to providing services to the population of the oPt and controlling areas A & B of the WB (the densely populated 30% of the West bank land) and Gaza. The failure of the peace talks after the year 2000, have complicated the status, increased violence and subjected Palestinians to further humanitarian burden as a result of the increased systematic occupational measures mentioned earlier,

The addition of various other destructive elements throughout the years complicated the emergency further such as the internal fighting among the Palestinians, the embargo imposed by the international community against the PA following the election of Hamas into the PLC (year 2006), and the halt of Israeli transfer of collected taxes on behalf of the PA. Even more complicated was the result of the internal fighting; the existence of two governments, one in the West Bank and the other in the Gaza Strip (year 2007), culminated by the War on Gaza Dec 2008- Jan 2009 and the following aftermath effect on the population.

Such status has deepened the humanitarian crises for the Palestinian population in the oPt in all aspects, violating their human rights and limiting their ability to address basic needs. Emergency causes have destructed their livelihood systems, impoverished the population and increased their reliance on aid.

3.2 Status of Education in oPt

Within such context, the Palestinian MOEHE had to provide education for over 1 Million students each scholastic year, distributed in over 2400 schools in various localities of the West Bank including East Jerusalem and Gaza. The ministry, the directorates, the schools and local communities have faced paramount challenges while operating within such context. Students, teachers and policy makers were constantly affected by the status.

The challenges encountered by MOEHE were dependent on the different political phases the Palestinians witnessed:

1. **The first Phase: Rebuilding: (1995-2000):** When the MoE¹⁰ took over the responsibility of education in the WB & GS, the sector had been neglected during many years of occupation, suffering from underinvestment, lack of space, untrained teachers, outdated curricula, fragmented and neglected education systems. With donor support, MoE managed to meet various challenges. During the period MoE developed its first Five Years Plan (FYP1) for the years 2000-2005.
2. **The second Phase: (2000-2005):** Amidst the negative context of the oPt mentioned earlier, following Sept 2000, characterized by increased conflict and occupational measures and increased mobility restriction, the MoE and MOEHE managed remarkably to achieve most of its quantitative indicators, and also to move forward towards developing the second Five Year Strategic Plan extending from 2007-2011 (FYP2). Moving from rebuilding to comprehensive planning, based on human rights, democracy and civil society values for education with the main strategy theme of quality education and learning.
3. **The third Phase: (2006-mid 2007):** this phase has marked a negative stagnated period, as teachers - as well as other PA employees- were occasionally paid their salaries, and most of the development projects with the PA had stopped. Following the PLC elections and the wining of the Hamas party, the Israeli government suspended the regular transfer of revenues which it collects on behalf of the PA; increased mobility restrictions on access of persons and goods, increased the isolation of areas in the oPt and continued the building of the Separation Wall. The donor community on the other hand had imposed an embargo against the PA, and directed their humanitarian support through other channels, causing projects that serve different sectors; including education to be halted. This period has marked increased internal fighting in the West Bank and Gaza, which resulted in Hamas taking over the power in Gaza, and Fateh in the West Bank mid 2007.
4. **The fourth Phase: (2007-today):** characterized by separation of powers between the political powers in Gaza and the West bank, two ministries of education existed as a result, one in the West Bank and one in Gaza. The new one in Gaza have appointed various new

oPt education data:

During the scholastic year 2007-2008:

- ✓ 2431 schools,
- ✓ 1,097,957 children,
- ✓ 45,814 teachers,
- ✓ 33,357 classes

Source MOEHE statistics

¹⁰ MOE as at that time it was only Ministry of Education in charge of schools, Ministry of Higher Education existed separately

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people in schools, directorates and the ministry, minimal coordination between the two ministries exists, except for the national exam and urgent matters. Phase is overburdened with the humanitarian atrocities of the people, shifting funding for many donors from development into humanitarian aid. It is also characterized by multi-layer mobility restriction and a lack of restricting use of over more than 60% of the land, while isolating Gaza by the Israeli Occupation. All obstacles were challenging the ability of the ministry to reach some of its schools, supervise them, to function, or even to develop, access to education became a major issue for many children at this phase. Within such challenges the ministry was able to revise its strategy and develop the Education Development Strategic plan (EDSP) with its' main focus on enhancing children's Access to education, improving Quality, developing Management and realizing relevance.

As a result, Palestinian schools and education systems have suffered from the consequences of the status. Being linked on the one hand to the above stated challenges faced by MOEHE, meanwhile affected by the socio-economic implications upon all Palestinian aspects of life, including Students, teachers, and communities, in addition to the restriction placed upon people and their development on the other, as detailed below:

1. The multi-layer mobility restriction regime in the West Bank had directly affected hundreds of thousands of students and tens of thousands of teachers commuting between areas to access their schools, resulting in delays, absences and increase of students' and teachers' frustration.
2. The restriction regime had further implications over 14,000 students and 124 schools¹¹ in all the governorates as follows:
 - a. Some schools were trapped behind the Separation wall, in seam zones¹², that require special permit and gate opening to pass, which makes it difficult for teachers and students to reach their schools. Sometimes gates are not opened, delayed or permits are not granted, which overburdens the status and makes it difficult to run schools with missing teachers, with no substitutes, or sometimes with no directors or students.
 - b. Some schools are in zone C, adjacent



Photo 3.1: students at the gates to go their schools inside the oPt

¹¹ MOEHE, The effect of Wall on Palestinian Education, 2006,

¹² Seam zones are those areas trapped between the Separation Wall and the Green line, not allowed to go beyond the green line and would pass a gate to access the areas in the oPt, passing the gate would require an Israeli permit

to Israeli settlements, students are subjected to settlers' violence at these areas, students are escorted by peace activists and sometimes by Israeli soldiers to protect them from settlers' violence, sometimes their escorts do not arrive or are late. Students are hence delayed or do not reach their schools on these occasions. Sometimes students suffer psychological stress after they are attacked or abused on their way to school.

- c. The closure of Jerusalem to other Jerusalemites with Palestinian IDs¹³, has prohibited many students from access to their schools, added the need for more schools in the J2 areas,

As a result, the MOEHE had no power over many of schools of the West Bank areas situated in the areas the PA had no power over¹⁴, they are unable to get permit for rehabilitation or building new ones, unable to supervise or visit, and unable to facilitate providing access or protection to their students.

The only measure MOEHE was able to take, was in the reallocation of teachers, directors and staff to their nearby areas, large movements were made during the years 2003-2006 which affected many schools and the implementation of the program under evaluation.



Photo 3.2: above, daily journey for students became longer,



Photo 3.3: above: Palestinian children from Tuba and Maghayir al Abeed, in the southern Hebron hills, have been attacked repeatedly while on their way to school. They are now provided with a daily Israeli army escort to and from their school in Tuwani to protect them from nearby settlers in Ma'on settlement. Photo by OCHA, 2005¹⁵,

3. The ongoing siege upon Gaza for the last two and half years, restricted movement of people and goods in and out of Gaza affected rehabilitation efforts of schools, restricted availability of materials needed for projects or for even running schools. The internal split and the new government in Gaza have also reallocated teachers, directors and staff in various schools, directorates and the ministry, a measure which has also affected the running of various development projects at schools, including the project under evaluation.

¹³ Jerusalem is divided into 2 areas J1 and J2, J1 have all services and is annexed to Israel, residents have Israeli residency, while J2 are the surroundings and neighborhoods of Jerusalem populated by Palestinians, with Palestinians IDs, separated from J1 by the Wall, blockades and the whole system of closures

¹⁴ C areas, seam zones, Jerusalem, mainly and for some extend isolated cities

¹⁵ source OCHA Humanitarian monitor, Dec 2009

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4. The war on Gaza on Dec 2008-Jan 2009, described by UNICEF as the largest Israeli military operations in Gaza since 1967 had killed over 1,400 Palestinians in Gaza, including at least 431 children, and injured approximately 5380 people, of them 1872 children*. Some 280 schools, almost half of all health facilities, and critical water and sanitation infrastructure, were damaged or destroyed. Over 3,500 homes were obliterated, and around 50,000 sustained minor to major damages¹⁶, as a result, tens of thousands of people became homeless. The UN headquarters and facilities were also attacked. Most of the population -especially children- were traumatized as a result of the war.
5. The incursions during years 2002-2003 into zones A & B of the West Bank and the long curfews imposed on various locations afterwards, have caused **school day disruption** in most schools, and affected directly 548 schools and over 20,000 students, causing over 7700 disrupted schooling days according to MOEHE. Moreover, taking over schools by the Israeli army during incursions and military operation have caused **5MUS\$ damage to those schools in the WB**, as well as schools attacked, 1649 attacks reported during years 2000-2004 by MOEHE¹⁷. The attack on Gaza ended Jan 2009, has left 158 schools destroyed, and 13 schools were totally demolished including 3 UNRWA schools, damage was estimated at a cost of **12MUS\$ for schools in Gaza**¹⁸.
6. MOEHE also reported that during years 2000-2009, hundreds of students and teachers were killed, over a thousand detained and over 4800 injured.
7. Education in Jerusalem was affected negatively by the status, as the Association for Civil Rights in Israel (ACRI) reports, that there is currently a shortage of 1,500 classrooms for students in East Jerusalem. With so few classrooms, many Palestinian parents are forced to secure spaces for their children at private, UNRWA or Islamic Waqf schools, or have their children drop out of school. These factors contribute to the high drop-out rate among the East Jerusalem students at schools, which stands at around 50 percent.¹⁹ According to ACRI, an estimated 9,000 students are not enrolled in any type of educational institution.
8. The deteriorating economic status of the population have affected collecting the annual symbolic fees of 13\$ (50NIS) from each student, hence limiting the resources for the maintenance and development of the schools, in addition to the shift in the donor support from development to emergency and the limited resources sent to the PA during the third phase, as mentioned above.
9. During the years of 2003-2005, Gaza was also zoned into North, centre and south areas, teachers and students had also to pass blockades for hours between the different zones.
10. The overall status had its effect on increased violence, psychological stress and the feelings of injustice and insecurity.

Photo 3.4: Right: Teachers and staff also have to wait for hours to pass to their schools on over the 600 road blocks and checkpoints in WB



*World Health Organization, Health Situation in Gaza – 4th February 2009

¹⁶ UNICEF, UNICEF oPt monthly update, Dec 2009

¹⁷ MOEHE, The Effect of the Israeli Occupation on the Palestinian Education From (28/9/2000- 15/4/2009), 2009

¹⁸ MOEHE statistics: <http://www.moehe.gov.ps/>

¹⁹ ACRI, The State of Human Rights in East Jerusalem, Fact & Figures, May 2009.

11. **Teachers** were affected by the lack of salaries as other PA employees during the third phase, yet their salaries are at minimum level, according to teachers, and this has initiated many strikes among teachers and MOEHE staff, which has paralyzed the education process for some time.
12. **The overall status and its implications have impacted negatively the students and the educational process, indicated by UNICEF as follows:**
 - i- **Poor academic achievement** of the students in schools, in a recent report the UNRWA has identified such effect, testing grades four through nine of Gaza's UNRWA schools, in the year 2008 have indicated that Arabic failure rates were at 40%, while English and Mathematics failure rates were between 50 and 60%. This was confirmed through the national tests conducted at the end of the 2007-2008 school year, where it has revealed poor levels of achievements in – Arabic, mathematics and English subjects –, particularly in Gaza. As 80% of students in Gaza failed mathematics and Arabic at grades 6 and 10, compared to 50% in the West Bank.
 - ii- **Increased violence**: From late 2006 through early 2008, more than 500 children in a UNICEF-supported project in 13 districts out of 15 in oPt, identified increased violence in school and domestic violence as priority issues for child protection. These findings are corroborated by a 2005 PCBS survey, in which over 50% of Palestinian mothers reported that one of their children had been exposed to violence, mainly at home (93.3%) and in schools (45.2%)
 - iii- **Lower enrollment rates**: Palestinian students' enrolment rates at schools are high but according to UNICEF, lower rates are witnessed during the past years.

3.3 Status of Children in oPt

UNICEF noted through situation an assessment conducted in 2009, that while measurable improvements have been made in fulfilling child rights since the establishment of the Palestinian Authority 15 years ago, many of these gains are now in jeopardy.

Box 3.1: Issues facing children in the Occupied Palestinian Territory- UNICEF

- Landmines and other unexploded ordnance are an ongoing threat to children.
- Chronic malnutrition affects nearly 10 per cent of children under age five. The situation is most acute in Gaza, where 50,000 children are malnourished. About half of children under age two are anemic and 70 per cent have vitamin A deficiency.
- Approximately 10 per cent of girls ages 15 to 18 are pregnant or already have a child.
- Violence against children is a problem in homes and schools. An estimated one fifth of children have experienced violence at the hands of family members.
- Children in nearly a third of all families experience anxiety, phobia or depression.
- School enrolment is high, but it is starting to decline. The quality of education is also suffering because schools lack textbooks and other materials.
- Nearly half of all students have seen their school besieged by troops, and more than 10 per cent have witnessed the killing of a teacher in school.

The DCI have reported many violations on children's right to life and development, and stated that although Israel became a signatory of the CRC in the year 1991, it still violates children's rights, DCI reported thousands of children imprisoned, hundreds of children killed and around ten thousands were wounded, between the year 2000-2004²⁰, OCHA have reported that the current number of children prisoners is 305 in Dec 2009, UNICEF have documented issues facing children in oPt, listed in Box 3.1 above.

Section II: CFS Projects and Findings of The Evaluation

This section will illustrate relevance of the CFS projects, would reconstruct the CFS projects and developed Palestinian model, will illustrate examined efficiency, sustainability, effectiveness, and impact of the CFS supported projects.

4 Relevance of the CFS

Relevancy part of the evaluation has tested CFS relevancy with national strategies and plans, relevancy to the oPt context, and relevancy to children's' status. Relevancy is tested through extensive desk review checking of the national and MOEHE data, reports, strategies and national plans, other international organizations, relevant reports, checking relevant statistics, and interviews with MOEHE and UNICEF relevant staff.

4.1 CFS is Relevant with the National Strategies and priorities:

The CFS domains are in line with different parts of the strategy of the Education Development Strategic Plan (EDSP 2008-2012)²¹, each domain is considered as part of its goals, objectives, and indicators. Furthermore the increased numbers of schools implementing CFS concept is one of the indicators for quality education. CFS is referred to in the strategy as "The Comprehensive Development Approach: Child Friendly School"

The EDSP vision, mission, basic principals and main policies are in line with human rights values, Childs rights, CRC and with CFS concept and domains. The main strategic goals are to provide access, quality, and enhance management, as follows:

Goal1: To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them. The goal has results relating to enhanced access for children with special needs, increasing enrollment rates to 100%, reducing retention and increase of transfer rates, improving facilities and class room furniture to include all, enhancing non-formal and formal education in Jerusalem.

Goal 2: To Improve the quality of teaching and learning. This goal is the main focus for the strategy, it has six results relating to:

²⁰ Defense for Children International/Palestine Section (DCI/PS), Status of Palestinian Children's Rights: Israel's violations of the right to life and security and the rights of children deprived of their liberty during the second Intifada (29 September 2000 – 30 June 2004),

²¹ MOEHE, Education Development Strategic Plan 2008-2012, July 2008

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- Teachers' strategies that require in-service and pre-service training of all teachers,
- Reviewing the curricula and teachers guide,
- Improving infrastructure and facilities of schools including increase of resource rooms for special education, and increase of schools containing labs, libraries or computer labs in addition to the annual production of educational tools and increase of resources to reach the ratio of children/teacher not exceeding 25:1.
- ICT utilization for training
- Student services and activities improved at all levels of education, including the addition of schools implementing the CFS, increasing number of counselors and counseling rooms, building sports halls, producing health and environment brochures, medical; screening programs for all 1st to 7th grade students, and addition of medical apparatus.

Goal 3: To develop capacity for planning and management and to improve the financial and management systems used. This goal has various results; some were in line with main findings of the evaluation; results of the EDSP Goal3 are calling for enhancing management structure, move towards decentralization, and capacity development for EDSP implantation.

The strategy has "Education for All" indicators integrated within as it is considered a main policy, in addition to inclusiveness policies related to gender and special needs. The strategy is coherently interrelated with the Palestinian Reform and Development plan (PRDP) for the years 2008-2010, where the PRDP has emphasized education as a basic human right, government commitment towards education is indicated in accounting for 30% of PRDP's proposed budget to education and in 20% of the requested donor's support. The strategy is also in line with other national plans, MDG and EFA plans.

The CFS domain for effective learning is in the heart of the National Teacher-Education Strategy²² where, child-centered learning is part of the principals of the strategy, another principle is the "support principles of democracy". Other principals in line with other CFS domains stressing education as a human rights, and encouraging community participation.

Therefore CFS supported projects are in line with Palestinian national plans and in the heart of its national Education Strategy.

Implementation of different goals and results is achieved through donor's support, unfortunately with the current status of the oPt, there is no way that national economy can totally support running the schools or development of education, although it supports partial running of the schools. So achievement of results also depends on donors' engagement and willingness, to which the donors whom are part of Education Sector Working Groups have showed willingness, MOEHE is trying to move from projects' support to goals' support.

The CFS is linked with other education related national initiatives in the various MOEHE departments including the Directorate General of School Health (DGSH), where projects such as healthy food in canteens, toilets for schools and initiatives against violence are all part of MOEHE DGSH projects, including efforts towards reducing violence at schools supported by UNICEF,

²² MOEHE, Teacher Education Strategy in Palestine, supported by UNICEF, May 2008

supporting the establishing and endorsing a law against violence against children in schools. All are coherent with the CFS concept and domains.

4.2 The CFS is Relevant with the oPt context:

The CFS is relevant to the status the oPt is facing and in line with PA efforts to promoting education for all in all situation, including crises. The CFS becomes more important in supporting MOEHE efforts to provide education in emergencies, that is prolonged and unpredicted, indicators for providing education in emergencies highlights enhancing the opportunities for access, protection and facilities²³.

The Palestinian national data indicates high enrollment and completion ratios for students at schools, but it is starting to decline, as noted by UNICEF, Box 3.1.

Protection is an issue that is related to the external context as was explained in chapter 3, and indicated as a main challenge to sustainability of CFS in chapter 7, yet as part of the domains it became more relevant than ever. Protecting children in their unprotected communities, due to various occupational measures and settler violence, is a complicated issue but would need extra measures in the future, providing protection while commuting to school is also an issue that would also need extra attention in the future as around “15% of the students surveyed mentioned that they rarely or never feel secured going to school or going back home”. This percentage rose to over 23% for Gaza, that has been under siege for some time and students still remember the over 20 days war on Gaza ended Jan 2009, and could be attacked from the air, sea and land at any time.

The emergency status following the Gaza war has required various efforts from the donor community, including UNICEF, that have provided support in terms of providing space for teaching and learning, providing training materials, sometimes meals, so that students can get back to school as soon as possible and providing training for counselors at schools in Gaza, to overcome the resulting psychological trauma which affected most children in Gaza.

Education National statistics in oPt¹

- 99.1% is the Literacy rate of 15-24 year olds
- 83.9% is the Primary net enrolment ratio
- 99.3 % is the Proportion of pupils starting grade 1 who reach last grade of primary

4.3 The CFS is Relevant to the needs and status of children

The CFS domains are relevant to status of Palestinian children, where they lack their rights and are in need of access to education and protection.

- **Children are exposed to occupational violence:**

²³ The Inter- Agency Network for Education in Emergency (INEE), Minimum Standards for Education in Emergencies, chronic cases and early reconstruction, 2006

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Thousands of Palestinians were killed, tens of thousands injured and imprisoned since the beginning of the occupation, children imprisoned are tortured and abused physically, psychologically and sometimes sexually. Children have witnessed house demolitions and many became homeless due to this policy, they were denied access to education and health care in various incidents and times. As a result children in various localities and in various aggressive times were suffering from different symptoms of psychological disorders and trauma.



Picture 4.1: Children's arrests

In a recent study it was found that (97%) of Palestinian students reported experiencing (73%) or witnessing (23%) varying levels of violence. Most young Palestinians reported severe (32%) or moderate (58%) symptoms of hopelessness²⁴. The war on Gaza afterwards has increased the number of children abused and violated in the offensive which left some 14,000 to 28,000 children with need to some form of psychological intervention to support their recovery (WHO 2009).

- **Denied the right to education:** by various occupational measures as illustrated in chapter 3
- **Lack the feeling of security:** The ongoing threat to security by settler attacks, landmines, and unpredictable rise of violence or attack.
- **Up to 80% of Palestinian children suffer from behavioral problems**, as a result of the status²⁵, including:
 - Increasing level of violence.
 - Sleeping problems, with feelings of fear and anxiety.
 - Changes in attachment to family and community.
 - Various emotional and cognitive problems such as inability to concentrate.
 - Decreasing hope in the future
- **Children are exposed to domestic violence:** 57% of children in oPt have been exposed to violence, 93.3% were exposed to violence at home, and 45.2% at school, 93.3% by family members, and 34.6% by teachers²⁶

Within such status and raising awareness of families, communities and teachers against child violence is important as part of the domains, providing safe location for children where they can share their experience and receive counseling services while engaging with peers and school, is important to children's well being and development.

²⁴ Tamer Institute for Community Education, Right to Education Fact Sheet, Oct 2008

²⁵ Dr. Yousef Mousa, The Psychological Effect of war on Gaza's children, 15th Feb 2009, <http://www.labournet.net/world/0902/uhwc1.html>

²⁶ PCBS, Domestic Violence survey, Dec 2005-Jan 2006, June 2006

*World Health Organization

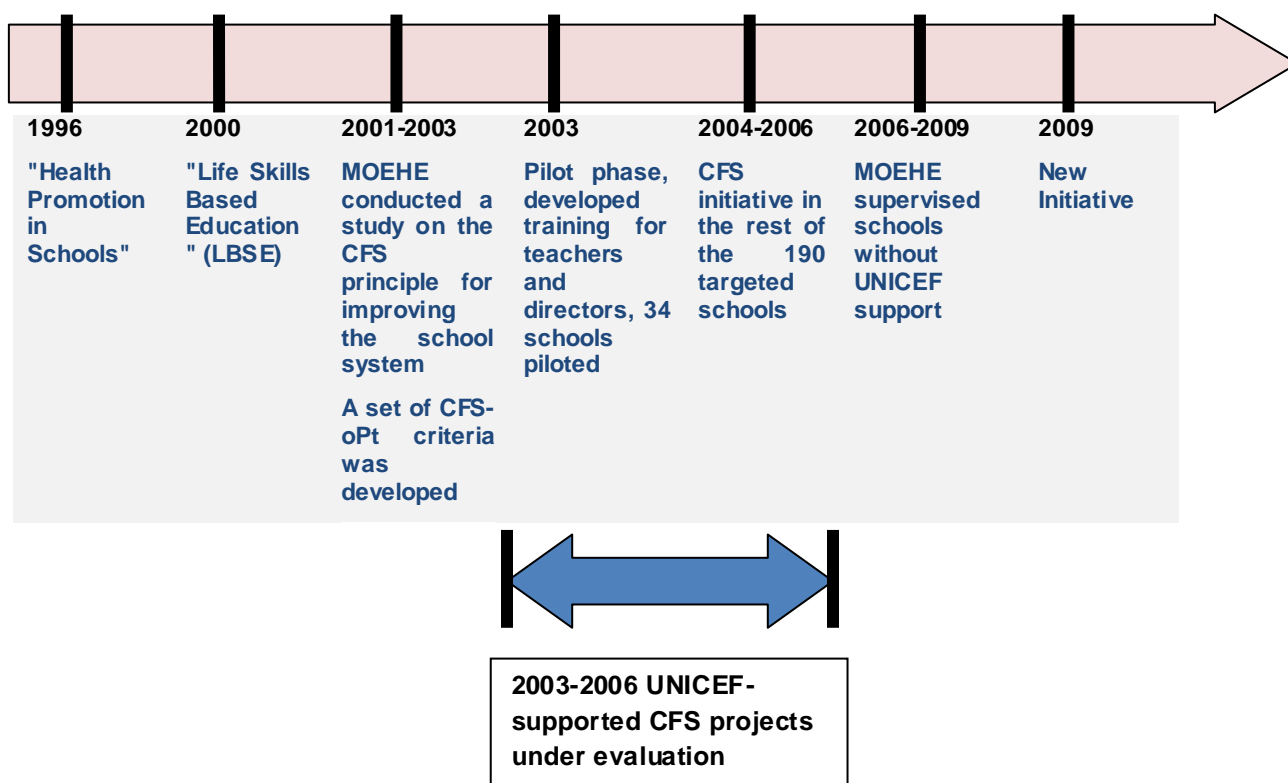
<http://www.scsmena.org/Alliance%20Gaza%20Child%20Rights%20Fact%20Sheet%20no.10%2026%202%2009.pdf>

5 Background of the UNICEF Supported CFS projects

In the 1996 UNICEF initiated a project, "Health Promotion in Schools" where 60 schools (5 per district) were targeted and supported in collaboration with MOEHE and UNRWA. However, the project ended in 1999. In the year 2000, when the first Palestinian curriculum was being developed, UNICEF came to MOEHE with an initiative on "Life Skills Based Education" (LSBE). Training was conducted at various levels, targeting teachers, supervisors, students and parents using LBSE manual that was developed with the assistance of UNICEF. This was also introduced as the part of the CFS principles.

In Sept. 10, 2001 the first meeting was held with the following institutions: UNICEF, MOE, MOH, MOSA, UNRWA, PRCS, and Tamer institute for community education, to specify the indicators of a child friendly school in oPt. It was agreed to conduct a survey to come up with indicators for Child-Friendly Schools in the Palestinian context. Two staff members working on the project were funded to attend the Sudan conference on Child –Friendly schools.

Figure 5.1: Time Line of the project



In 2003 MOEHE requested support from UNICEF to implement CFS at its schools, after developing the Palestinian CFS criteria based on the Palestinian context and culture, and based on survey findings. UNICEF supported the MOEHE to train its teachers at the school level, as part of the implementation of the CFS plans developed. In the first or pilot phase of the CFS project which commenced in 2003, 34 schools were selected in the West Bank and Gaza strip, and a cash assistance of 1,000 USD was provided to each school for scholastic year 2003/2004.

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Subsequently a total of 190 schools participated in the CFS project between 2003 and 2006 and received a similar financial support.

2006-2009 the MOEHE continued to supervise and support the schools implementing the CFS initiative. In 2009, UNICEF supported a new CFS project to foster a closer working relationship among UNICEF, UNRWA and the MOEHE, a group of 10 schools (6 from the PA and 4 from UNRWA) received training on the CFS concept.

CFS projects during years 2003-2006:

During the stated period the following was conducted:

- 1- **A set of criteria on child friendliness was developed** for primary schools, within the Palestinian context with the participation of different educational staff at the ministries and schools. The child-friendly school criteria in the Palestinian context was determined as one that provides:
 - An appropriate health environment for the child and safe environment in school and outside school;
 - Education for All and promoting a structured, child-centred curriculum and teaching-learning methods appropriate to the child's developmental levels, abilities and learning style;
 - A democratic environment that encourages debate, expression of opinion and participation;
 - Encouragement for local partnerships in school-based management;
 - Family-focused works to strengthen families;
 - Help for children, parents and teachers to establish harmonious and collaborative relationships that are community-based and;
 - Support in the community for the sake of children
- 2- **Based on criteria and indicators, the MOEHE developed a training program with the participation of all stakeholders.** The following steps were taken
 - **Training of central trainers** in WB and Gaza (March 2004)
 - **Putting selection criteria for schools** that will pilot implementing the project as follows:
 - The schools should have grades 1-10
 - The schools to be equally divided between girls and boys schools
 - The schools to be equally divided between city and rural area
 - The school have a school counselor
- 3- The project was piloted in 34 schools and teams were trained (903 trainers)
- 4- In 2003/2004 scholastic year an additional 34 new schools were added to reach a total of 68 schools and the number of teachers trained 2000
- 5- Each of these schools developed a plan based on a survey conducted by MOEHE Department of Planning and Development, and the priorities that emerged from the first survey.
- 6- An internal Evaluation of the first phase was conducted by MOEHE, the results were encouraging to continue and increase the number of participating schools

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- 7- A committee was formed in each school (called The Child Friendly school committee) consisting of the principal, teachers, students and parents.
- 8- A committee was formed in each directorate to follow-up on the plans of each school headed by the head of the technical committee, and whose members included the supervisors, counselors, and the School Health coordinators
- 9- New schools were added in 2004/2005 and then 2005/2006, the process was repeated for the 190 targeted schools in various locations.

Figure 5.2: Steps & mile stones done towards implementing UNICEF supported CFS project in oPt

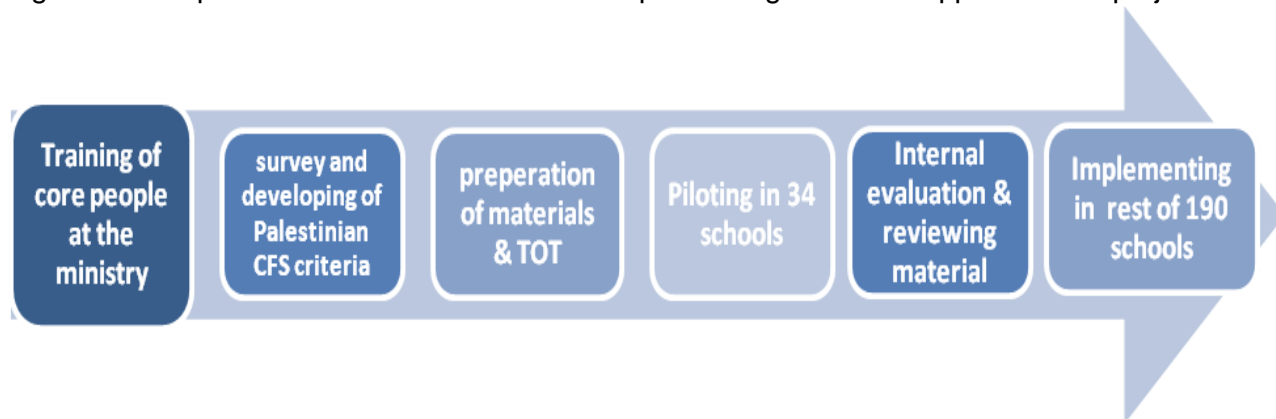
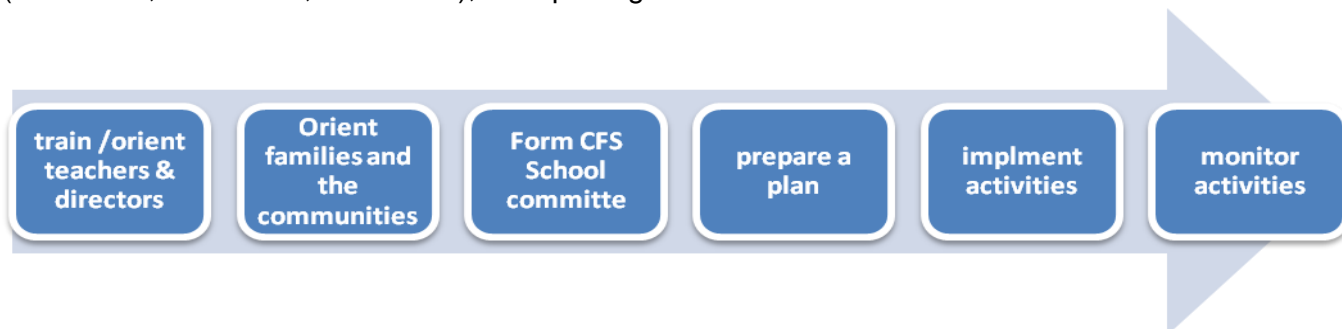


Figure 5.3: The method of CFS implementation in the schools through the different years (2003/2004, 2004/2005, 2005/2006), after piloting:



The 190 schools included in the CFS projects during the period represent 8% of the schools in the oPt, MOEHE selected these schools based on a clear selection criteria they were set, and developed over the years, criteria ensures geographical distribution in all governorates, rural/urban distribution and gender balance, in addition to the following requirement for the selection of the school:

- ✓ The school should contain primary grades 1-10
- ✓ The school should not be implementing a similar project.
- ✓ The presence of an active school health committee with a counselor.
- ✓ A school that is in need to be supported focusing on the remote areas.
- ✓ The presence of a committed principal to implement the activities related to the project.

The selection criteria were developed over the years due to accumulation of experience, ongoing assessment and lessons learned.

6 Efficiency of the CFS

This section will analyze the activities, compare it to the planned, look at financial efficiency, management and monitoring structures, the sources of information to this chapter are the MOEHE reports²⁷, and interviews conducted with relevant staff.

6.1.1 Activities & implementation efficiency:

The CFS activities during the evaluation period 2003-2006, contained elements for preparation of implementation (preparing materials, books, training materials), training of trainers, teachers, directors, and directorate staff, in addition to awareness raising among families and communities. Moreover, it contained assistance to schools in order to enable them to implement CFS at their schools. Therefore, plans were either those for implementation in schools and community Awareness, training and monitoring.

Table 6.1: Implemented activities and outputs of the UNICEF supported CFS project implemented by MOEHE²⁸.

		2003	2003/ 2004	2004/ 2005	2005/ 2006	TOTAL /Output
Implementation in Schools & Community Awareness	# of schools participated	34 piloted	34	32	90	190 schools
	Families & community meetings	64 meetings, attended by 3200		36 meetings, attended by 1600**	90 meetings, 4500 attended (average 50/school)	10,250 families & communities attended, 5,000 leaflet distributed
	Community Awareness			18 workshops 950 participated	5,000 leaflet on CFS distributed*	
	Plans prepared & Activities held	Each school had 1000\$ for activities & rehabilitation, decided based on schools plans			500\$ supplies for each	190 schools had 190 plans and 145,000\$ for activities as plans
	# of students benefited	Around 85,000 students in the 190 schools				85,000 student
Training	Material preparation	Preparation of manual, CFS concept book & materials		Review of materials,		36 hours training manual prepared, CFS concept book and training material
	Training trainers	Starting and TOT (120) Starting with 39 in 2003		Training 60 trainers (36 WB, 24 Gaza)		4984 trained: -180 trainers centrally and in directorates - 270 directorates - 4534 directors and teachers
	Training Directorates				270 trained 15 from each of the 18 directorates	
	Training teachers	678	908	850	1980	
	Training directors			Training the 100 directors for the 100 schools participated	20 directors*	120 directors trained
Monitoring	National level	National CFS committee at the MOEHE				National committee
	Directorate level				Directorate committees	Directorate committees
	School level	Committees in each implementing school				190 school committees while implementing

* Not included in the report, but was reported by director of DGSH upon enquiring

** Reported number of meetings, number is estimated

²⁷ Listed in Annex 3.4

²⁸ Source of information to this table are CFS reports prepared by the MOEHE

Monitoring Committees mentioned in the table are:

- **CFS Technical committee at the national level consists of: representatives from the following General Directorate (GD) at the ministry:** curricula, field follow-up, activities, education supervision, counseling, school health, general education, planning, and NIET, Coordinated by GD of School Health.
- **CFS Committee in each directorate consists of:** heads of the following departments: curricula, field follow-up, supervision, school health, general education, and counseling.
- **CFS Committees in schools** consists of school health coordinator, counselor and teacher/staff in charge of activities, with students.

Activities conducted in schools after the preparation period and piloting phase followed a sequence as figure 3 above indicated. The schools were selected gradually, each phase, 2-3 schools were nominated from the directorates, based on set criteria, last phase, around 3-5 schools were selected from each directorate. Reaching around 8-11 schools per directorate.

Following the training of teachers and directors, a plan is prepared, families and communities are oriented and a committee is set at the school level, then activities are implemented. Implementation of the CFS activities and development at schools were based on action plans prepared by school directors and teachers following the training they receive, plans developed were based on identifying gaps and needs of each school to become a CFS school.

According to files, plans developed during the implementation period were mainly revolving around two tracks: a) maintenance and basic rehabilitation of schools, b) development related activities. The maintenance items mainly contained, including sun sheds, water tabs and basins for drinking and sanitation, painting, school gardens, electric maintenance, tiling, windows and doors maintenance, reclaiming land for school garden. While the development items were CFS related activities, involving the communities and families, activities for the children. Activities related to minimizing violence were also apparent in most plans at that time.

As documents revealed, activities achieved were most of those planned²⁹, except for meetings with the families, where activities planned were more than those achieved. Proposals for the years 2003 & 2004 were not found. There were some items missing from the narrative reporting but were reported by director after enquiring.

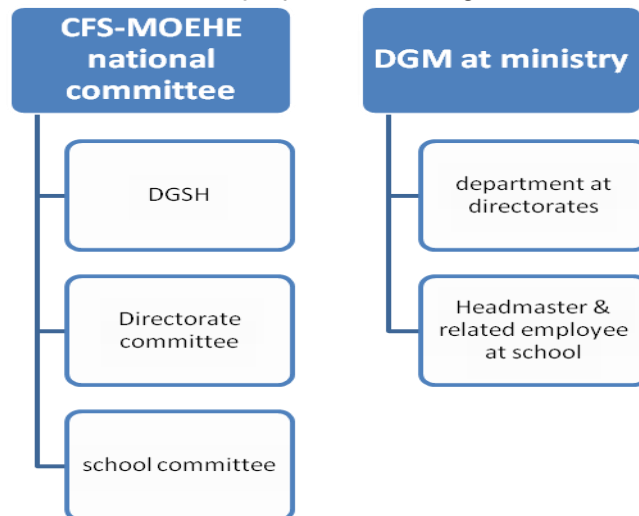
6.1.2 Management & PME Efficiency:

MOEHE direct management of the CFS project has changed in two phases, the first phase was under the responsibility of training related department and NIET, second phase -after piloting it-CFS project was under the responsibility of School Health, DGSH. The first phase activities were related mostly to preparation of training, materials and piloting therefore management was able to initiate the phase. However, the change of management after piloting enabled the wide implementation and follow-up at schools through the different leveled health structures at directorates and schools.

The PME system for the CFS project in the MOEHE was efficient in developing and implementing the CFS project, according to the following structure:

²⁹ Refer to Annex 4.2 for detailed achieved versus planned table

Figure 6.1: PME structure of the CFS project versus organizational related structure



Note: On the organization structure DGM of the different directorates are linked to the minister through the deputy minister.

The PME structure consists of the committees which were effective in planning and developing the approach towards its implementation, especially at national level. The organizational structure on the other hand, enabled the implementation of the project through the hierarchy relation to the department at the directorate to the schools, the ministry follows a centralized system, that relates directorates to the minister through the deputy, yet the different department at the directorates with the relation to the DG at the ministry while involving the directorate through the committee at its level is empowering the monitoring. The structure enabled the efficient implementation, but would need enhancing for increased effectiveness, as will be illustrated later in the report.

Tools used in the follow-up and the reporting was efficient in checking the implementation of the project, where DGS was monitoring all reports from directorates/ districts, that were providing their data through monitoring the schools in their areas. Tools were built by the committee to monitor and evaluate the concept after implementation during year 2006; training was conducted for directorates/areas for monitoring the implementation afterwards in the different areas through the directorates, 15 heads from each of the 22 directorates participated in the training. Tools and structure were developed for the project, but ongoing monitoring was not conducted as envisaged which affected the sustainability and effectiveness of the project.

The relation between UNICEF and the MOEHE, at different levels also played an important role in the ongoing coaching while implementing the project, as UNICEF Education office -oPt was in direct contact with MOEHE School Health DG, and the education officers in the different areas were in contact with the directorates and schools in their areas while implementing the project. Education officers used to be 2 in the North of the West Bank, one in the South, one in the center, and one in Gaza, the numbers went down to one in the north, while the rest remained.

According to field officers, this has increased the load on them and limited the opportunity to support the projects. On the other hand, the officers were divided into the four departments

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UNICEF is working on, moving towards more specialization, which might affect the spread ability in the field,

The criteria, the initial survey and the monitoring tools were prepared by the national committee, who represents the higher policy level committee, throughout the project the GD heading the effort have changed from training to education supervision, to the school health, which enabled the implementation within the schools after piloting.

Monitoring structure in place, monitoring during the project was done in a very efficient way, but monitoring on the CFS after the project ceased would be discussed in sustainability,

Based on the above, the project was able to implement most of the planned activities in the allocated time within the allocated resources, as a result, with the UNICEF support of around 443,000 US\$ manuals were prepared, 450 trainers trained centrally and in areas, over 4500 teachers trained, 100 directors training, activities with over 8600 family and community members conducted, 190 schools implemented various activities and were equipped with the concept, 85,000 should benefit from the project.

6.1.3 Financial Efficiency

The UNICEF has a long history in supporting the MOEHE, during the project period 2004-2006³⁰, UNICEF has approved a total budget of **379,350 US\$** and donated the total amount of USD **262,341** directly to the MOEHE, they provided other donations for the project such as supplies, stationary, printing materials that have been spent directly by the UNICEF³¹.

Table 6.2: Summary financial support to CFS supported project³²

2004				2005				2006				Total 2004-2006			
Budget	Spent - All	Actual- MEHE	Balance MEHE	Budget	Spent- All	Actual- MEHE	Balance MEHE	Budget	Spent - All	Actual- MEHE	Balance MEHE	Budget	Spent - All	Actual- MEHE	Balance MEHE
183,150	145,201	88,701	37,949	67,130	66,714	63,036	416	129,070	120,604	110,604	8,466	379,350	332,519	262,341	46,831

The financial reports show the actual expenditure paid by the MOEHE and the actual balance remaining from the transferred amount to the MOEHE, it doesn't show the actual amount spent by UNICEF for different items, such as printing materials, stationary, printing cost. The amount purchased by UNICEF is part of the UNICEF overall expenditures, specified for the project, but reported and audited as part of the overall financial expenditure for UNICEF.

The MOEHE has returned back the total unspent balance of \$ 46,818 to the UNICEF, as follow:

- **Year 2004: USD 37,938** has been returned back, part of them is 32,400 for activity # 6 for training.
- **Year 2005: USD 414** has been returned back. Part of them is for training exp.
- **Year 2006: USD 8,466** has been returned back,

³⁰ - Year 2003 financial data is not available.

³¹ - There are not enough records about the amount that has been actually spent directly by the UNICEF on supplies, printing materials, stationary. The spent-all (UNICEF & MEHE) is estimated, it is the budgeted without the balance, while the actual spent of the MEHE and the balance of MEHE are actual amounts based on financial reports and documents approved by the UNICEF

³² The reconstructed detailed 2004-2006 financial report is presented in Annex 4.3, financial report is based on proposals and MOEHE financial reports.

The financial report reflected the activities stated in the previous section as annex 4.3 demonstrates.

Cash Assistance to support CFS projects at schools

UNICEF has donated the total amount of \$145,000 between years 2004-2006 to support the implementation of CFS projects in 190 schools. During year 2004- 2005 one hundred schools have received a total amount of \$100,000 (\$1,000/school) as a cash donation. The amounts were transferred to directorates, and then to schools based on required amount matching their prepared plans. In the year 2006, 90 schools have received a total amount of \$45,000 (\$500/school) in supplies form, cash and supplies transferred to schools were:

Table 6.3: CFS projects-cash and supplies assistance to schools 2004-2006

year 2004		year 2005		year 2006		Total	
Cash \$	No. of schools	Cash \$	No. of schools	Supplies \$	No. of schools	Cash & Supplies \$	No. of schools
68,000	68	32,000	32	45,000	90	145,000	190

The cash and supplies to schools enabled basic rehabilitation and maintenance to enable schools to become more child friendly. Yet the amount was limited and was not able to meet the rehabilitation needs of the schools, UNICEF tried to involve UNDP at one time to rehabilitate the schools they are working in, but were not successful. Meanwhile adoption of CFS concept was set as one of the criteria by MOEHE for giving priority to rehabilitate a school by other donors.

Project's supplies procurements: According to UNICEF regulations, UNICEF proceeds with any procurement over \$500, all the project's supplies have been procured by UNICEF.

Project financial monitoring, budget tracking, compliance and audit:

Consultant noted good project monitoring and budget management from both sides, the project items have been spent according to the budget items, variations were within %10, and there was a good coordination between the UNICEF and the MOEHE regarding the expenditure.

The MOEHE complies with the UNICEF regulation regarding project expenditure and also there is a restricted and long procedure at the MOEHE regarding the payments, more than one persons review the payment and the support documents before the payments approval.

UNICEF keeps the original voucher with all the support documents, reviews it, and approves it before they approve and proceed with the next payment, there is an external audit for UNICEF projects in general; which includes MOEHE projects.

Although all procedures followed comply with good practice, **yet it would be recommended that an overall audited financial report that covers MEHE and UNICEF expenditure is available, and covers documents in both offices**, for consolidation of reports and for further analysis.

In this regard consultant faced difficulty in consolidating reports and reviewing all related documents due to the multiple system, the integration of the reports at UNICEF with the overall, the lack of old archived documents, as 2003 reports were not found, hence it was not part of the assessment, although in analysis to amalgamate the overall amount spent by the projects during the years 2003-2006, it was estimated based on averaging the 2004-2006 expenditures..

Financial personnel: The MOEHE have requested additional staff at the finance department to manage UNICEF financial files, as more than one project is handled in parallel with detailed procedures to follow; on the other hand UNICEF doesn't pay for personnel or overhead. In year 2006 MOEHE proposed its budget, including \$ 8,000 (\$800*10 month) for hiring a project coordinator, but UNICEF turned down the proposal, as it is considered part of the partner contribution. However consultants perceive the need for more capacities to manage the project financially, additional personnel could be added partly to manage all UNICEF projects, either provided by the project, local contribution of the MOEHE or by UNICEF.

Challenges to implementation as revealed from the field: challenges were regarding:

- The inadequate amounts of financial support and supplies for schools, and the quality of the purchased stationary or materials.
- The lack of staff at the directorates to follow-up the CFS
- The inability to grant amounts to rehabilitate the infrastructure of the school.

7 Sustainability of the CFS

Sustainability of the program is tested through assessing implementation post the support, the integration of the CFS domains and concept within the relevant levels, the implementation and the availability of the trained relevant staff and human resources at the different levels. Within the same regard and at the school level, CFS Model schools were identified and analyzed, as well as those schools that CFS concept faded in and schools that are implementing the concept partly. Accordingly elements of sustainability, elements that worked against sustainability and challenges to sustainability were concluded, and are demonstrated in the following chapter.

7.1 Sustainability at Policy level: Integration of the Concept

The CFS Concept is accepted, and valued at the policy level of the ministry; it is integrated in its plans and strategies, as follows:

- First step towards adopting the concept at the policy level was the **development of Palestinian CFS indicators** by the MOEHE that suits the Palestinian context and based on a base line survey carried during 2003/2004.
- The **existence of active "MOEHE-CFS Technical Committee"** at the ministry and directorate levels throughout the years spread the concept at ministry and directorate levels.
- **CFS is used as a term for quality education** by various MOEHE departments, according to technical committee members.
- **Became one of the indicators to enhance the quality of education as part of the MOEHE strategic plan 2009-2014³³.**
- The **priorities for other projects**, for DGSH in specific and MOEHE projects in general have been **deducted from main CFS concepts** and requirements have

³³ MOEHE, Education Development Strategic Plan 2008-2012, Towards Quality Education for Development, July 2008

been identified by an initial survey MOEHE held. The CFS developed concepts, School health department have the projects of “Model Schools”, “Child Protection and Non-Violence”, “enhancement of health related infrastructure such as toilet units enhancement”, and for “setting up environment clubs”..etc.

- **Schools’ Safety and Health standards manual** was developed by DGSH with stakeholders based on main CFS concepts adopted by MOEHE.
- **Integration of CFS concept in the curricula:** The main concepts of Children’s rights were integrated as topics in civics education, and social studies. There are specific other topics that were integrated in various curricula, such as health and environment, and also in science and technology curricula. Various concepts on child centered education were part of lessons developed in most curricula.

One of the main outcomes of the CFS supported projects is the adaptation of the concept at the policy level, therefore sustaining the concept and spreading its effects. As a result; the CFS indicator scored high at all schools³⁴, indicating spread of concept through adopting it on the policy level.

7.2 Approach used included elements of sustainability:

The approach used by the MOEHE has included elements of sustainability; it has built capacities of related human resources of teachers, then involved directors and then directorates, while developing the monitoring system and the different levels' committees:

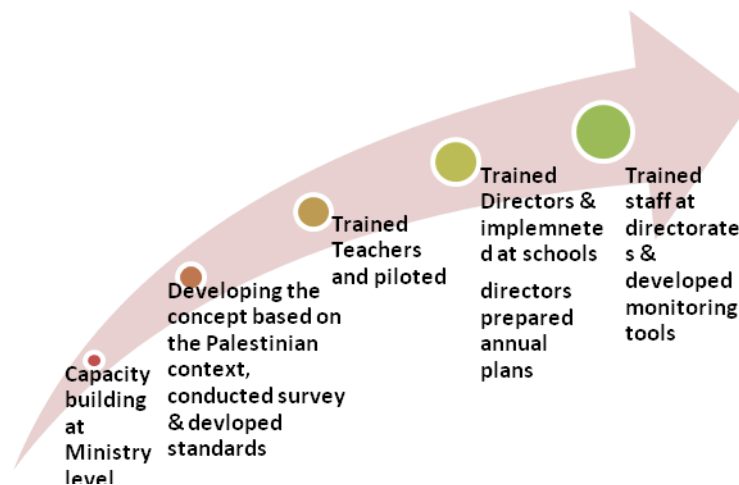


Figure 7.1: Approach for sustainability

Gradual implementation has led to developing the sustainable model, where all levels are involved; the school through teachers and directors, the district through the directorates and the ministry level, monitoring bodies and tools are developed at the three levels, as figure 7.1 indicates. During the implementation period 4500 teachers, principals, counselors and staff were trained at all levels, including trainers, and materials were prepared. Hence regardless if the project continues or not, the MOEHE can continue spreading the concept, it has the basic tools – materials and human resources- in addition to monitoring tools and bodies that enabled

³⁴ Baseline data for the strategic plan indicators carried by international consultant for the MOEHE - planning department

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monitoring of the concept at the 190 schools benefited from the projects. It was noted that most schools at the West-Bank had annual plans, either CFS plans or administrative plans that includes CFS requirements as annex 3.4.1 indicates.

The sustainability elements were integrated within the CFS supported projects, it included developing the system, the tools for implementation, the human resources and the tools for monitoring. The gradual implementation of the projects developed the CFS Palestinian MODEL.

Point Needs Improvement: Monitoring shortfalls:

Although the system was placed and the monitoring structure was in place but there was a shortfall on the actual monitoring after project support was minimized following the year 2006, it was noted that the monitoring system is not activated by the different levels to monitor progress and development or to monitor the 190 schools benefiting from the program. There were minimum records of monitoring the CFS concept at the schools after the project ended. Various reasons were specified:

- Minimum resources at directorates: Directorates have stated that minimum staff available at the directorate level was the main obstacle, and minimum resources available to the schools.
- The departmental effect at the ministry: It was noted that the school health department was able to continue monitoring the health related part, the list of health care, health records, health committee meetings' documents gathered from the evaluated schools³⁵ indicates the active role still played by the DGSH in monitoring the health part of the CFS, their scope of authority and mandate allow them to monitor the work of health staff at directorates and health staff at schools. A point perceived strength for the health domain, but reflects the “departmental” thinking at the ministry: “if the project is under the authority of X department then they are responsible for the project outcomes”, The CFS is more than a project it's a concept where it is expected that all departments involved should monitor its implementation, each within its own scope of work (i.e. the education department should monitor effectiveness of child-centered teaching and learning as per the CFS adopted standards and domains).
- Within the same regards, the technical committee was active in Planning and developing the concept, and in carrying out the way of thinking into their own departments, but members were not able to carry back the standards to be indicators for monitoring into their own departments, due to the “departmental effect”.

Recommendation: As CFS is a cross-cutting theme and concept for all departments of the MOEHE. It is suggested that the CFS should be the responsibility of the ministry at its highest level and that all departments should participate in monitoring their parts based on the developed standards, and based on integrating related indicators into their monitoring systems, it is seen as realistic since the CFS became part of the overall MOEHE strategy.

³⁵ Refer to Annex 3.4.1

Box 7.1: Case Study Principal/Headmaster/headmistress

sustainable effect: Fahed Al-Qwasmeh primary boys schools in Hebron, is the only boys school out of the six CFS school models of the evaluated schools, as the concept is present in all aspects and domains. The principal have participated in the training with the counselor and the head of the school health committee at school, since 2004 they are implementing the concept in all aspect, according to the active parents committee, the teachers and the directorate the principal is an active driving force, he and the activated teachers are thriving to make their school a model school. The school was recently awarded first prize over all schools in the West Bank for “healthy school environment”. Fahed Al-Qwasmeh headmaster told teachers: *“I will do all what I can to implement the concept in our school, you can join me if you want, without any favors, its your duty and I will help you as much as I can”*

Box 7.2: Case Study Counselor

sustainable effect: Palestine Primary Girls School in Halhul is considered a model CFS school where the concept is implemented clearly in its five domains and in most of its sub-domains. The key to the CFS concept sustainability is in the counselor, as director and teachers responsible for the project were transferred to other schools, the counselor that believed in the concept and still holds its training manual and material with her, was able to transfer the concept to the director and the teachers. She was a key element in raising awareness of children’s rights, in activating a counseling committee with school girls, in activating parents committee and raising their awareness on various issues regarding relation with

7.3 Sustainability at the school level:

The Main findings of the evaluation are that the CFS model is still sustainable in certain schools and partially sustainable in others; years after the implementation of the projects; as follows:

3. 1-2 schools visited in each governorate out of the 5 visited schools in each governorate are still integrating the CFS concept at the schools fully, considered a model school, where the domains were reflected through students, families, communities and directorates satisfaction of the ongoing implementation of the domains of the CFS, surveys and observations have confirmed these results. As a result 6 schools in the West Bank were considered CFS-Model schools, none were found in the Gaza Strip.
4. 2-3 other schools in each area are having partial ongoing achievements from CFS, while the rest (1-2) have totally lost the concept at their schools due to various reasons. Gaza has indicated greater weaknesses than other areas. Nablus area as well as boys higher level schools in different areas followed (showed weakness in the indicators).

Meanwhile, there are other schools that the concept has faded in, and its elements and domains are not apparent. While there are schools that did not implement the project, but have high indicators on CFS concept. All these models were analyzed to better understand the elements of sustainability and elements that worked against sustainability, as follows:

7.3.1 Elements of sustainability at school level

Elements of sustainability at school level were mainly related to committed human resources that believe in CFS concept at school levels, assisted by certain tools provided by the program in addition to active communities and other relevant implemented projects, detailed below

- **Headmaster/principal of the school is the core element for sustainability** of the project and the CFS concept in the schools: It was noted that schools that have principals who are leaders with an attitude that believes in the CFS concept and children’s rights, are able to sustain the concept in the school. They are able to mobilize teachers. Principals that believe in the CFS

concept were able to sustain it even if teachers have changed; they are able to move it to other teachers. They are able to mobilize parents and the communities around the school, reach for their support and support from directorate. They were able to engage children and teachers to create a Child-Friendly School. Willing principals were trained during the project on the concept, ways to achieve the different domains and ways to develop annual CFS plans and to implement accordingly. **Box 7.1 illustrates a case study, in another case** the principal of Beit-Jala school was able to keep the concept among teachers through peer learning, as new teachers are requested to attend classes of the trained ones and assess their performance and learn from their methods, and experienced trained teachers would also attend their classes, as well the principal, feedbacks and discussion among teachers and principal, as well as understanding the concept by the principal sustained the concept. **In another case** one school could not sustain the project and only implemented the activities part of it, as teachers noted: "CFS has ended as project ended due to the previous principal, although he assisted in implementing the project, but was not able to link with families and the community and sustain the concept afterwards, now we have an active new principal who is starting to revive the project and interact with families and communities and will listen to us". On the other hand Al-Adaweia school at Tulkarem is a control school that has an active principal and was very enthusiastic to hear about CFS, wished that project was implemented at her school, but her schools had implemented various aspects of CFS. **Active principals** were able to assess the gaps of the school rally support through activating the link with local communities and families, activating teachers in their classes, and follow-up their performances, activate the school in different activities through linking with CSOs or identifying teachers with talents, and asking them to conduct activities or to set committees on the topic, such as in art, writing...etc.

- **The existence of counselors at schools** is a value added and an important asset to sustainability of the CFS concept, they are important elements in providing support and protection for children, as they were able to solve various issues related to child abuse, as well as to continue present children's rights and continue to play a role in awareness of children, related parents and teachers on children's right and the concept as a whole. Counselors programs in most schools even the control ones included awareness elements to children, on health, against abuse, children's rights. They were able to provide counseling and to act in protection of children in various cases, protection against violence or abuse from teachers to students and in some cases from family to students. Students in focus groups have highly evaluated their role. Box 7. 2 illustrate a case study; similar cases were repeated in two other schools.
- **The trained Teachers that are committed to their job and perceive it as a mission**, they use the child-centered techniques they gained in their classroom and in dealing with children on equal basis regardless of diversity, while responding to diversity, they have high ability of communication, resourcefulness, and believe in what they do. These teachers would continue with their gained skills and attitude even if they were transferred to other schools, some schools with faded CFS had teachers that were trained in other schools and moved to these schools, they are still using the skills gained. In most focus groups school boys and girls mentioned that there two categories of teachers, those who

are good teachers, and they are humane in their relation to them, and have patience to deal with us when we don't understand, and those who would abuse us if we don't understand and students don't like to deal with them much. Class observation has shown differences in teaching methods and relations with students, *it was noted by consultants and field researchers that the above mentioned teachers have used multiple methods, activating the role of the student and using positive methods in dealing with students.*

- **Sustainable elements integrated in the CFS project:**
 - a. The financial contribution of the project was seed money for other contributions, the 1,000 US\$ provided to schools through the projects brought extra contribution from local communities in various locations, and the 190 schools have been involved in various infrastructure rehabilitation projects.
 - b. The tools provided for directors were very important in sustainability it was noted that at least ½ of the schools under evaluation had CFS annual plans, at least 3 years after the project seized. Active directors would use these plans to further develop the schools.
 - c. The training provided for teachers to enhance their pedagogic capacities around child-centered effective learning.
- **Active communities:** was an important element in at least sustaining part of the concept, which is the community participation in school life, it was noted that more schools at rural areas and schools in communities under threat had ongoing community support and participation, and would provide donations to develop the schools. It was also noted that active communities will activate the school.

Shweaka and Al-Abyat school are both model schools for girls situated in villages one in Tulkarem and the other in Bethlehem, respectively have active directors, teachers and active relation with the families and the communities, their relations have enabled them to increase their resources, and engage the community in school related issues, various enhancements were done in both schools as a result of this engagement, annex 5.4.

- **Other projects implemented in other schools around similar themes,** life skills, democracy promotion, non-violence, human rights...etc, teachers transferred from other schools were trained on these themes through other projects and hence would enhance their capacities to sustain certain domains of the CFS concept, such as effective learning and quality environment among others. Counselors have been trained through other projects as well, on similar concepts.
- **Supportive elements that assisted sustainability at school level:** the staff at the ministry and the directorate, that provided support to the schools regardless of the project period, believes that it is a **“Concept not only a project”**. Staff that are dealing with it as a concept were able to transfer this belief into their departments and staff, specially staff at the MOEHE policy level and the directorate level. Staff within such directorates were able to follow-up and provide coaching for schools while assisting schools to meet its challenges. Within the same context, one of the directorates (directorate of S. Hebron) is planning to implement the concept in a new school regardless of the existence of the project, as they assume it's of value and impact witnessed in the CFS schools within their directorate.

7.3.2 Elements worked against sustainability at the school level-Short falls:

Elements that worked against sustainability at school level where related to three folds, first are policies and measures, second human resources, third the infrastructure of the school.

First : Policies and measures:

- **The MOEHE Policies of allowing movement of principals and teachers from the targeted schools** and deliberate moving of teachers and principals for various reasons have affected the sustainability of the concept. Where various trained teachers and headmasters were transferred to other schools, and new people came who were not exposed to the concept. This policy has worked against sustainability taking into consideration what was noted earlier about principals/ headmasters being the key to sustainability. Various schools evaluated with the CFS concept fading had new principals that had no idea of the project and its domains.

Recommendation:

1. For new phases of the project all principals trained in the targeted schools to be stable for a certain number of years until concept is rooted at the school (this policy was implemented in other projects).
 2. For the current schools with new principals, to train and orient the new principals on the concept, while provide coaching from the directorates.
 3. To distinguish successful principals and publish their stories.
- **Weak monitoring of effective education:** it was noted through focus groups with students and teachers, and through survey and observation that there is a weakness in child-centered teaching methods. Therefore monitoring techniques that would lead to change of methods need enhancement.

Recommendations:

- A more effective monitoring system that is thorough and provides coaching for teachers would be essential. It is thought that piloted monitoring measures by MOEHE in certain schools could be also beneficial to CFS concept in overcoming the faced limitation:
 - “The resident supervisor” that would attend a whole day at the school not only attending classes hence enabling better evaluation space and tools.
 - “The technical and administrative evaluation team” from the directorate visiting the school every few months for a few days to evaluate all aspects of schools.

Second Human resources:

- **Traditional Teachers:** traditional teachers are a main threat to sustainability of the CFS concept. Such teachers are not able to change their attitude towards children’s rights or use the skills gained to enhance their teaching methods. They believe that the only way to discipline the students is through verbal and physical abuse, they think that the MOEHE decision against use of physical punishment is weakening their authority as teachers. During interviews and focus groups researchers heard the various documented quotes from these teachers.

“ There are teachers that we love and we consider as big sisters or mothers, we love their classes and share with them our worries, they listen to us, but there are other teachers that we don’t like attending their classes, nor we like to see them some of them we are afraid of as they beat and humiliate us”

Students’ Focus group in one of the schools

A student summarized child-Friendly concept through relation to teachers:

“I love my school only when I am not beaten or humiliated”

Quotes from teachers:

“The CFS is a spoiling project for the student, if we don’t beat students they will not listen to us!!”

Traditional teachers

“ Education has deteriorated in schools, once the ministry adopted the “no-Beating” policy in schools”

Traditional teachers

“ the CFS is only a training given long ago as other training we totally forgot about it”

Teacher Focus group of one school

“ At the beginning of the CFS project, I worked based on its concept, I was very enthusiastic, but now I am fed-up of teaching, no body is appreciating, nor the students, the principal, or the directorate”

Third type teacher

“ I have to finish a packed curricula, so I don’t have time to do activities even if it is in the curricula, and I don’t have time to repeat to students, I get irritated if they don’t understand, I have to finish other wise I will be evaluated negatively”

Teacher in one of the schools

Most school children negative remarks were from such teachers, various quotes were noted during focus group discussion, and open questions of the survey.

Such teachers are challenging sustainability in the quality and effective learning domains, and perceive the whole Child-Friendly school concept as a project, rather than an attitude or a concept; they only perceive it as one backdated training that is irrelevant to the reality.

These teachers were on the contrary to the second type of teachers mentioned above as elements of sustainability that saw CFS as a concept, and were able to sustain it.

Meanwhile the third type of teachers, who are seen as swinging between the two, could be affected by both points of view, depending on other elements like; headmaster, counselor, type of school...etc.

- **Some schools are without any counselors** as replacements of counselors on leave (for maternity, study...etc) did not take place. ***Such schools have high abuse cases, during a documented visit to one of these schools, parents came with a broken-armed student from the school to complain to the headmaster. Headmaster was unable to solve the issue alone. In addition; teachers are carrying sticks and hoses to their classes, as gadgets for abuse, and students are physically abused by teachers if they do not respond correctly to the teacher.***
- **Some teachers are with weak directors that are unable to implement the concept, unable to lead the teachers, or stop violations against children, one director mentioned “I can’t change anything teachers don’t listen to me and I don’t know what to do?”**

Students Focus group findings indicated that most of students that are at model CFS schools or have the element of the CFS at their schools want to continue to go to their same school, while all those that are at the faded schools, or who are at control school want to move out of their schools, main reasons were as listed above. In addition, those who are at schools that have some CFS elements, but are not part of the smart children, with some teachers who are practicing the above in one way or another is also indicating the same results.

One student said in one of the faded schools: “We need to change the teachers and the principal to implement the CFS concept”

Measures that threaten positive human resources elements of sustainability such as:

- The **curricula** as complained by most teachers is long, although on the positive side it has lots of child-centered activities, but as teachers are evaluated on the amount covered of the curricula and is not a choice, it limits the time available for the child-centered activities in trading for finishing the curricula, it limits the time available to cater for the different abilities as well. In addition, the educational system values marks and grades based on assigned plan, rather than learning outcomes on children. Most Teachers have mentioned that they were overburdened by classes, long curricula, and their main focus is “how to finish the required material within the allocated time”, rather than the learning result upon students, so they would require disciplined obedient children to be able to win the curricula race, on the opposite to some subjects such as civic education, where it is all activities and curricula is not followed with such rigidity. The supervisor is also assessing the teacher without sharing information with teachers, as some teachers claimed, and they are looking at curricula and supervisors as their main control and limitation, rather than facilitation of their methods. Within such environment the implementation of child centered education is limited.
- The lack of trained principals, or counselors at schools, or those that believe in Children’s rights or concepts.
- There is one counselor for 2 to three schools that affects CFS achievements at these schools, which means that presence of counselor is partly at these schools. For certain schools this has worked well, with counselors forming counseling committees. While in troubled schools this is not sufficient and most incidents and violations happen during the counselors' absence.
- There are various schools, teachers, staff that deal with the CFS concept still as a project, and as only one training course, some of these people have not been coached or followed-up on, neither by principals, directorates, or assisted by counselors. It was mostly mentioned in those schools that had various changes that affected the program negatively, as schools that had changes in principals, counselors and main teachers, in addition to most of the Gaza Strip schools. The adaptation of the CFS in the strategy as an indicator for quality education should be able to change such attitude.

Recommendations:

- **Although principals are the driving force, Teachers are the core for sustaining the concept, methods and ways to enhance pedagogic competencies of teachers is of priority to sustain and spread the model.** A comprehensive strategy should be put in place focusing on awarding the competent and committed teachers with the CFS concept, while limiting the effect of the traditional ones and supporting those in between.
- The MOEHE has recently adopted the teachers’ strategy for development that concentrates on enhancing pedagogic competencies of those employed towards child-centered learning; and enhancing respect of children’s rights. It is recommended that

BOX: 7.3: The effect of Infrastructure on CFS

Box 7.3a: case study- effect of infrastructure on CFS concept- Kufr-Qalil-Nablus: Kufr Qalial is the only girls school in the village that teaches till the 11th grade, with around 280 students, the school is situated in an old weary house that has small cold rooms, which have sanitation pipes running in classes, rooms leak in the winter The school has a small yard that girls can't play or exercise, it has unsafe stairs, a, very basic lab available, no computer lab or library, except for a small cupboard filled with some books. The cafeteria is very small. The status of the structure affected all CFS environment and activities.

Box 7.3b: case study- effect of infrastructure on CFS concept- Rafah-Gaza: Mawasi girls school in Rafah – marginalized area in south Gaza, is hosting around 160 girls from 1st to 9th grade and is basically caravans, there is no built structure or facilities, no library, labs, canteen or a school yard, the principal is very active, he and the families wants to improve the school status but are unable. CFS concept is impossible within such structure.

Box 7.3c: Jenin model school: on the other hand the model school: Al-Sadaqa Almalysia for girls in Jenin was a newly built school in 2004, the day the CFS implemented and the principal and staff trained, since then they have been active in implementing all domains of the CFS, and according to students, families and the community it's a model school.

One of the girls has written:

“I don't like my school as we don't have sports classes and I love sports”

the CFS concept and domains to be integrated in the implementation tools, training, teachers, materials...etc.

- MOEHE is currently developing Incentive scheme for distinguished teachers and schools, scheme is based on rewarding achievements and performances, implementing it with CFS related criteria will enhance sustainability and spread of the concept.

Third: infrastructure and Facilities

Infrastructure is one of the main elements that relates to an adequate healthy environment, and relates to allowing spaces for children at the school. Hence allowing education for all and allowing school teachers, counselors and administration to respond to diversity and to provide all school activities regardless of gender. It was found that new schools, or enhanced infrastructures at the schools, reflected positively to the CFS concept and sustained it at the school. All the five model schools were with enhanced infrastructure, on the other hand the lack of certain infrastructure such as yards and spaces for school gardens, adequate classes, labs ..etc has affected the overall concept, and reflected badly on its sustainability, as shown:

- Out of the 31 schools there are 3 schools that have weary environment with devastated infrastructure and are not providing healthy or safe environment, Rafah School in Caravans, Kufr Qalil school is in a building that is hazardous, and Beit-Jala ancient school, all not adequate to be schools, with limited spaces, very old buildings with small cold rooms that are inappropriate to be a schools.
- 3 other schools have buildings and surroundings that are not suitable for a school (old, small, unhealthy, unsuitable classrooms and halls)
- A certain number of schools lacked proper facilities: libraries, labs, halls, and sports yards, sheds, inappropriate toilets..etc
- Some of these schools are open to the surroundings and yards to neighborhoods, that prevented girls from using their yards for sports.

Box 7.3 illustrates the positive and negative effect of school infrastructure on CFS through case studies.

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The school observation showed that out of the 31 schools under evaluation: 5 schools did not have space in class rooms for every student, 11 schools did not have sheds, 8 did not have safe playgrounds, 9 schools did not have gardens, 9 schools did not have appropriate toilets, and 19 schools did not have placed ferrous protection between the street and sidewalks for students.

There are limited budgets available to do the enhancement, originally in the project and later provided through shares of fees income -with active principals and community- some schools were able to draw extra amounts to do minimum enhancements such as adding sheds, water tabs, school gardens, certain maintenance,...etc. Other projects were involved for enhancing toilets, libraries, and other facilities. Plans of the schools indicated the need to do some of the minor enhancements (annex 5.2).

The adequate healthy and safe infrastructure is important for the CFS as one of its important domains leading for others, but is not the only main factor for CFS sustainability as there are schools with good structures but has lost the concept due to the other mentioned factors.

Various schools were respecting diversity but were not able to respond to diversity (case of special needs at schools in specific) where various schools have respect for diversity and promote it. They accept certain students with special needs but are not able to respond to special student needs fully, needs a resource room, trained teachers and qualified staff (annex 5.1 illustrates this deficiency).

Recommendations:

- The schools with weary infrastructure and are implementing the CFS to be given priority in new buildings.
- The future implementation of the CFS concept could be done through building alliances with other donors to provide building enhancements and new building elements for the project.
- To give priority for safety related elements in enhancement, MOEHE can assist in fund raising of such elements, while the schools would continue in their community relations to activate their support for main elements.
- MOEHE has piloted certain intervention: “The school as an independent unit” where schools can lead and supervise their own work while managing it administratively and financially (certain degree of decentralization with monitoring). Principals were able to use all collected money in maintaining the schools, in implementing activities and in developing certain fields. Such piloting was witnessed in some of the evaluated schools and gave extra- resources to sustain the concept. Implementing such concept would raise the level of authority of the principal to a director and a leader, which is also in line with the recommendations mentioned earlier.

7.3.3 Challenges to sustainability

Box 7.4: Case study Al-Faiha school: situated in the middle of settlements in the old city of Hebron, surrounded by various Israeli army check points. Some of the school girls at Al-Faiha school have mentioned that they don't like coming to school as they are afraid of the settlers attack incidents that occurred daily to residence and Palestinians moving in the area. Girls at the Focus groups and teachers also mentioned that such status limits the possibility of after school activities and for some families to follow-up with their daughters' school status. On the other hand it was noted that parents committee is active in providing support for the school due to the dangerous status the school is in, there is an ongoing cooperation with the principal and teachers.

Girls mentioned: *“We are unable to fulfill our rights: the right to education and the right to play in a safe protected environment”*

Principal mentioned: *“it's very important to implement the CFS in our school and similar ones, as it provides support and psychological outlet for children; it assists them to go through all the pressures they are facing, and enhance part of their environment, at least the inner school environment”*

Picture of gates to the old city of Hebron



The socio-economic political context and the cultural attitudes towards various issues of the families and the communities presented the most affecting external challenges on sustainability, as follows:

1. **The political context, is a main challenge sustaining the concept, it is a challenge to safety and security of the children, children are lacking protection,** Some children are afraid to come to school due to the settlers on the way, and MOEHE reach to these areas is affected, as it was noted:
 - Most Schools evaluated in Bethlehem area are facing the separation wall, or settlements, or settlement roads, some schools are totally exposed to settlements, school picture of its yard facing the settlement on the cover page. In such status children are not protected on their way to school or their way back home, or even in their own schools.
 - One of the schools in Hebron was inside the old city of Hebron controlled by settlers; students are harassed on their way to school. Case study illustrated in **Box 7.4**.
 - MOEHE can't reach or serve schools in seam zones or in J1 in Jerusalem Israeli annexed, the education status there is suffering due to a lack of schools and classes affecting the Palestinian children's access to education in Jerusalem. We had to change two schools from the sample as they were in areas that require permits, which are difficult to attain.
 - Some of the school infrastructures in Gaza were destroyed by the internal fight which erupted during 2006-2007 or due to the war on Gaza in Dec 2008-Jan 2009, funding for Gaza does not go to the ministries there, but rather to humanitarian aid for the people.
2. The internal split and the 2 governments in the West bank and Gaza, and hence the existence of the two ministries, and the resulting change in schools, trained teachers, and directors on political grounds have affected the CFS concept in most of these schools (to a larger extent have affected Gaza schools). The relation between teachers, teachers-student, and teachers-

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- parents were also affected during years of split in 2006-2007 in the West bank as well on political grounds.
3. The deteriorating economic status has affected the sustainability of the project in many ways as shown:
 - The economic status effect was harsher in certain areas that witnessed, as a result, increased children's labor and hence raising the drop-out rates at some schools in the West Bank among Boys schools to work and assist their families economically.
 - On the other hand it has affected health conditions of students in Gaza, and during interviews families and teachers have requested that certain supportive meals be provided for children, and the poor children should be supported with school materials.
 - The deteriorating economic status for the people in the oPt since 2002 has affected local community contribution abilities to schools.
 4. Negative cultural attitudes towards gender roles, violence and democratic rights:
 - The negative cultural attitudes towards women's roles in the community and the stigmatized related professions and roles, have limited progress in this domain.
 - In addition to the cultural attitude towards the right of the people in power (such as parent, principal and teacher) to use violence during the discipline process of the student also presented a challenge,

One Parent mentioned: ***"I swear to God that I will hit my son, I will tear him into small pieces, you are the teacher, hit him if he does anything wrong!!!"***

Another mentioned: ***"The ministry is mistaken by forbidding you teachers from hitting our children; this is sabotaging education and making our kids rebellious!!!"***

One girl in a focus group mentioned: ***"I did not know what to choose for my career, my mother told me that there are certain professions women can't practice such as banking or engineering!!!"***

- The children's right to express themselves, to discuss their career and issues and to decide on certain matters related to children themselves is weak in the family and the community Usually the male head of the family decides for each member of the family even their future and career, it was reflected in various quotes, as affecting most students in general but more in conservative surrounding communities.

"we know our rights, the right to education, play,... and the right to express our selves, this needs a democratic society to implement", another student mentioned: ***"we love our school it's our second home, we can express ourselves, the counselor is there for us when we face a problem, which is much better than our first home, where families don't understand us some times and they don't listen to us"***,

8 Impact of the CFS

This section examines the qualitatively and quantitatively impact of implementing CFS over different schools, target groups and stakeholders: the teachers, principal and counsellor, families, communities and more importantly children. Examining if the implementation of the CFS projects has led to respect of children's rights, if implementing the CFS has impacted other schools and if CFS is worth implementing at all schools. Most importantly examining if children perceive school as "child friendly" and what are the elements impeding such perception.

8.1 Impact on teachers:

Impact on teachers has differed from one place to another; those who still have the concept fully or partially were more enthusiastic on showing the change due to the CFS project, they have mentioned that change was in various ways, which included enhanced their teaching skills, their attitude towards children's rights and their interaction with the students:

Able to practice enhanced pedagogic competencies towards child-centered learning:

- They were able to **enhance their teaching methods** as they realized teaching is not a one way method that is dependent on lecturing: "We use games and role-play techniques as teaching methods, believe me it made it easier for us to explain a certain concept on different topics", others mentioned using power point presentation and brainstorming methods, while still others mentioned more techniques related to involvement of children. Some teachers mentioned: "students prefer use of different methods in the class, practical application of the topic and increase of their involvement; this is what the CFS project provided us with". Students in various focus groups confirmed this fact and many further mentioned "we don't like lecturing its boring"
- **To use different educational tools**, in one school teachers mentioned: "we were able to use new teaching tools, boards and illustrations, from simple materials, it simplifies certain concepts", some mentioned that they are using computers and technology to illustrate issues and concepts.
- **It increased their ability to listen to students** and to increase their participation in class.
- Others have mentioned that training and practicing afterward while discussing with other teachers, have enabled them to **be more concerned with learning not only teaching, and learning outcomes on students**. "I am more interested in getting students to understand and practice correctly what I give them, not only to finish my lesson" and "students likes our classes more as we have enhanced our methods" were some comments by teachers.
- **Enhance their assessment methods:** "We use different ways to assess the students , we don't depend on the exam only, but we were enabled to use worksheets, end of class quick review, and other methods in addition to exams, home works and participation", more than one group mentioned that they are limited with pre-set assessment distribution from MOEHE.

Able to respond to differences:

- Some teachers especially in the model CFS schools, have mentioned that they are able to respond to weak academic attainment, by providing enrichment materials, extra work sheets and activities, and through some times interacting with counselor and parents.

- Some have mentioned that they are using positive incentives to motivate achievements.

Changed attitude towards children's rights:

- **Special Needs:** “ they have the right to be treated equally and we are helping the children to understand the special needs and to enable [students/children] to treat them equally and give them attention and care”.
- **Students-teacher assessment:** “We believe they have the right to assess us, we learn from that, although it's not practiced all the time, but we are aware of its importance, when we first practiced that, it was not easy, but we managed”.

Accepting student-teacher assessment was limited, although it was mentioned by teachers in the model CFS schools, and some others, but it was limited in the number of schools practicing it and in the frequency of student-teacher assessment. One teacher has mentioned “ I would only accept the clever student to assess me not the “stupid” one!”, “maybe I would accept the bigger student not the younger ones”. Other teachers mentioned that students assess us in front of their parents, who would communicate with us based on their children's assessments.

Changed behavior in interacting with students:

- “We changed the way we interact with students, we believe in their rights and their abilities, we are able to work as a team, and to address issues together, it's not only us that have to solve every issue and control every issue but they can as well, hence we involve them more.”
- “We are acting in a way to monitor their progress and coach the students for success rather than control and punish them.”
- “ We know now that we can use disciplinary methods other than physical violence, we can also assist the weak students to enhance their ability instead of attacking them”

It's worth mentioning that there were some negative teachers who mentioned that the project for them was only a training (course, program) that did not have any impact on them, discussed further in the sustainability section.

8.2 Impact on Families

- Able to **follow-up academic achievement** of their children with teachers and provide support for them at home.
- Families mentioned that they are able to **follow-up their daughters and sons closer with counselors to follow-up their behavior and psychological status.** “ I was able to discuss with the counselor the disappointment of my daughter due to mistreatment from a certain teacher, after a while things got better, and my daughter was no longer complaining” another mentioned “ my daughter was so shy and not able to stand up for herself, she had lots of problems from peers and teachers, after talking to the counselor, her personality completely changed” , some parents have mentioned that counselors were able to assist their children in life decisions such as marriage and career. A mother mentioned: “ someone proposed to my daughter and she did not

- know what to do, she consulted the counselor that helped her in forming her decision and postpone the idea of marriage till after graduation”
- **Enhanced their ability to deal with their daughters and sons**, through awareness lectures of certain topics on health, hygiene, nutrition, adolescence, gender (early marriage), and through interacting with the counselor who played an important role for most of active families involved in the schools. Such awareness enhanced their relation with children afterwards.
 - **Participate in school activities**, some were not interested before the project in following-up, participating or being part of school life, this has changed after the project.
 - **Provide support to schools, and poor students at school**: certain family groups mentioned that they have conducted income generating activities or donated to enable the buying of tools and equipment such as computers to the school, or some mothers were able to use the support to purchase uniforms for needy students.

8.3 Impact on communities

- **The community became more active in supporting the school**, fund raising for the school and assisting in solving any related issues, not only for the school under the CFS program but for all schools in the community
- **Were able to assist students in their complaints** against certain teachers, or towards certain regulations, one local council mentioned that they were able to raise the issue of a few abusive teachers to the principal and to the directorate, some have changed behavior and others were transferred to other schools.
- Some community members mentioned that it **enhanced interacting both ways**, some have mentioned that they also coordinate with the schools if needing one of the student groups to perform in certain festivals, to do voluntary community work for the village/community...etc.

8.4 Impact on School Principals and Counsellors

Impact on Principals:

- Similar to teachers principals have **enhanced knowledge towards children’s’ rights**, developed their awareness and created a positive attitude.
- They **developed listening skills to students and allowed them to participate** more (for some only), some are encouraging participation of students in committees all the time.
- **Enhanced their leadership skills** through tools and main concept they can plan around, most principals are providing annual plans as requested by MOEHE. They integrate CFS requirements in these plans, while others are using both plans (the MOEHE and the CFS plan). Recently the MOEHE have adopted the CFS plan and its element as the ministry plan, in line with the quality education strategy of the ministry. These tools assisted new principals in sustaining the concept together with other elements as active counselors and/or active communities.

- **Enhanced Involvement of families and communities**, principals realized that school can't develop without them

Impact on counselors:

- **CFS is part of their concept of work, but provided them with tools to enhance counseling** and enabled the other parties (students, teachers, principals, and families) to better appreciate their work and use their services.

8.5 Impact on other schools,

Some of the elements in control schools are there such as awareness of children's rights; **this is carried through the actions taken at the policy level** as a result of the program, where integration of elements in the curricula and the availability of counselors at schools spread CFS concepts. Counselors at all schools even at control schools provide info, awareness session and open discussions and classes on children's rights.

Some schools have implemented other education development programs that have addressed certain domains of CFS, such as teacher development on child-centered learning, or non-violent education, or democratic education, which was reflected in enhancing some elements in the school in line with the CFS indicators, the MOEHE base line study showed good achievements of CFS indicators in all schools compared to other countries.

In addition to other elements such as active directors; who have the attitude and believes in children's rights, or trained teachers or directors from the program and transferred to other schools. Active communities have also been an element that is apparent in village communities even if they are not CFS schools.

All control schools visited have requested the implementation of the project at their school, Principals of schools that have faded CFS concept, requested the revival of the project and assistance in implementing it.

86.5% of the Students from different CFS schools and 92% from the control schools "Wished that all schools implement the CFS project"

8.6 Impact on children:

8.6.1 Impact on Children noted by school staff and families

According to teachers, counselors and families, CFS has affected their personality, their awareness, and their involvement in school activities, as follows:

- Families noted that their personalities were asserted, and they are able to express their opinions
- They are more aware of their rights, children's rights, and for girls on women's rights, as some schools mentioned that through their relation with Civil society organizations, they were able to present a play on early marriage and discussions followed.
- Raise their awareness and enhance their practices in hygiene, health and environment related issues, as mentioned by families and students.

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- Activities provided children with the opportunity to release the stress due to the pressures they are subjected to, and to increase their interest in school.
- Able to participate and be active at school through committees and clubs, students participating in these committees are more asserted and positive in their behavior, it fulfilled their needs.
- Teachers noted that students are more responsible, more active, more vocal and with better academic achievement.
- Teachers noted that students are able to communicate better among themselves and with teachers, and hence less violence.
- Students are more cooperative with other students special needs and able to integrate them in their classes, among their friends and community, and they are able to deal with them in an equal positive way, this was noted from teachers, students, counselors and families in most groups.
- Adopting with school environment, one mother mentioned: “ we came back home from Kuwait after my husband lost his job, my daughter had a problem adjusting at school at that time, only until the school implemented the CFS project my daughter became active in its activities, and felt part of the school”
- The CFS has been an out-let for students living in more dangerous zones due to settlers or checkpoints, it provides them with psychosocial outlet from anger and fear, as Alfaiha School principal has noted.
- Increased their community participation through voluntary work, increased participation in community related activities, increased students’ awareness and willingness, and guaranteed family and community acceptance.

8.6.2 Impact on children perceived by children

- They like their school
- Enjoy the subjects taught
- Feel safe & secure
- They developed their personalities
- More aware of their rights and practice it in their life
- Better equipped with life skills tools
- More aware regarding health, hygiene, environmental and nutrition issues and practice related behavior

60% of the children like going to school

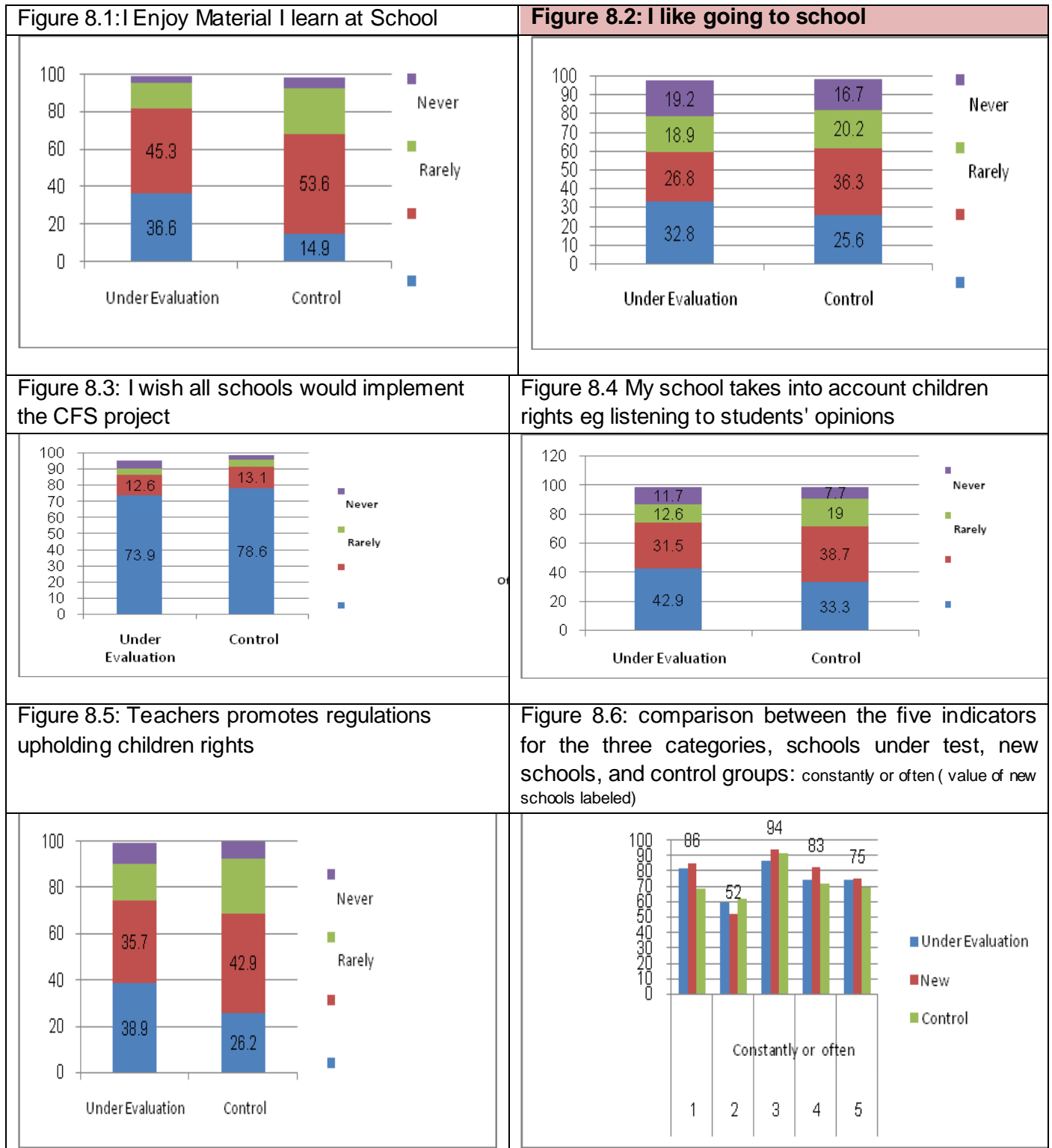
Five indicators were inserted in the students’ survey to measure impact of CFS project on children, and how the child perceive the school upholding their rights, figures 8.1-8.5 below illustrates responses of schools under evaluation and control schools with regard to the five indicators.

- ✓ **82% of the students enjoy material they learn at school and 60% like going to school either constantly or often as shown below:**

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➤ Survey indicates that only 1/3 of the students constantly like going to school and enjoys the material they are learning, which is always higher than the control group. The cumulative

percentages of students constantly or often like school and enjoy the material they are learning is 60% and 80% respectively³⁶. (fig 8.1 & 8.2)

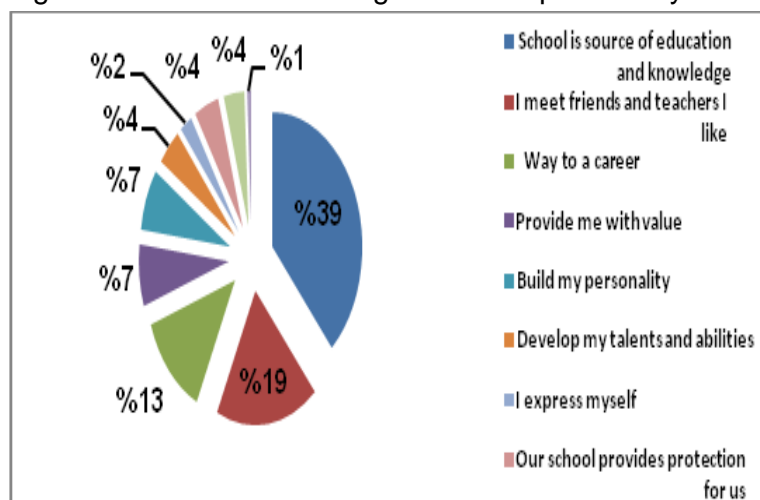
- It was noted that respect of rights and promoting children’s rights is higher in CFS schools. (fig 8.4&8.5)
- Over 85% of students from both groups would wish that all schools implements CFS project. (fig 8.3)In noting the third group of the new schools
- Schools under test and new are doing better than control schools in all indicators except “ I like going to school”
- The new schools (where CFS is revived in now) have achieved better indicators except for “ I like going to school” where it achieved less, 52% compared to 60% of the schools under test.
- Survey indicated that 73% of students mentioned that they like school, 72% of the control group, and 83% of the new phase school like school.
- The last 2 points are related to the fact that 15% of students do not feel safe commuting to school, this percentage rose to over 23% in Gaza. The new phase students are in tension areas as well. This fact draws to attention the effect of the context.

Why 73% of children like school?

In stating reasons for liking the school, children mentioned the following: (ordered as number of occurrences in the survey):

- It is a source of education and knowledge
- I meet friends and the teachers I like
- It is my way to my career (further education or practicing the profession I like)
- Provides me with value
- Build my personality
- Develops my talents and abilities
- Our school provides protection for us
- Our school has activities
- I express myself
- Teaches me cleanliness and order

Figure 8.7: Reasons for liking schools-expressed by children



Therefore the main reasons were ordered as education and way to a career, then socializing, and building personality and talents, followed by other elements in their school that encourages their participation, such as activities, express my-self. There were other students who have indicated that they like to go to their school, mentioned “only if I am not beaten”, “only if they respect me”, “only if they don’t humiliate me” “only when there are no exams”, or “only because I like sports class the only non-boring class”.

³⁶ Students were asked to choose between constantly, often, rarely and never in the questionnaire, refer to annex 6 for details of the results

WHY 27% do not like school?

For understanding and analyzing the results further, crosstabs was carried out on various variables, it was found that the grade the child is in, gender and area of residence had an effect over certain indicators, especially “I like going to school”.

The gender and area of residence effects are indicating higher impact on Female students over males and on students from cities over villages and refugee camps, except for indicator 1, loving the materials where all where the similar except for the Refugee Camps, which needs further analysis.

The most important variable was the grades variable, the difference noted according to grades was apparent as the “I love school indicator” trend was simulating the I enjoy materials I learn at school, hence 1/3 children satisfaction jumped to 86% and 83% constantly for the I enjoy material and I love school indicator for children at 6th grades, dropping by grade 13% and 16% for both indicators at the 10th grade, rising again to 22% at 11th grade for “I like school”, and rising for constantly and often again at same grade for first indicator, the trend is shown below in the table and the graph for constantly or often choices. This relation suggests the importance for reviewing curricula or methods or both at the higher grades.

		6 th	7 th	8 th	9 th	10 th	11 th
1. I enjoy materials I learn at school	Constantly	86%	52%	45%	25%	13%	12%
	Constantly or often	99%	97%	86%	81%	69%	78%
2. I like going to school	Constantly	83%	30%	35%	26%	16%	22%
	Constantly or often	95%	76%	61%	56%	45%	61%
3. I wish all schools would implement the CFS project	Constantly	94%	91%	74%	73%	74%	85%
	Constantly or often	97%	97%	87%	93%	87%	98%
4. My school respects children rights eg listening to students	Constantly	81%	48%	38%	41%	31%	59%
	Constantly or often	96%	82%	71%	74%	70%	80%
5. Teachers promotes regulations upholding children's rights	Constantly	82%	36%	35%	33%	28%	51%
	Constantly or often	99%	79%	73%	71%	66%	88%

Table 8.1: Impact fields by grades showing selections of both constantly / constantly or often

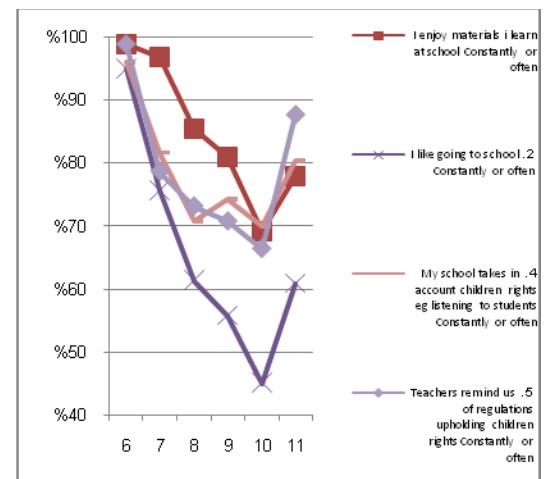


Figure 8.8: Selected impact fields by grade to show the trend- Right

Another issue of interest is how the children perceive the school respecting and promoting children’s rights, these two aspects also have a grade trend simulates that of the first two indicators, and is also affected by gender and location.

This result is simulating the violence against children results, and in line with the qualitative findings, where children indicated clearly that they don’t like school when they are beaten or humiliated, specially at higher grade boys schools:

- **it was noted that around 50% of students are beaten by teachers and little less than 40% cursed by teachers.**
- In addition to being beaten and cursed by director,
- Surprisingly enough students were beaten and cursed by teachers and directors much more than they were beaten or cursed by their parents, for sample under test

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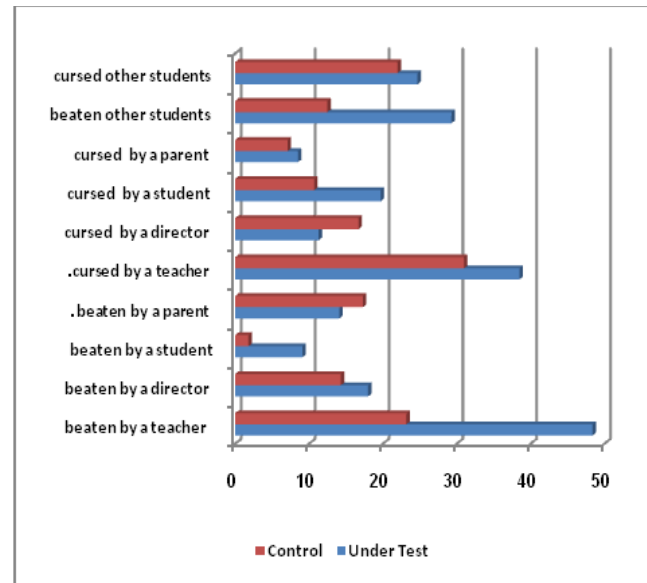
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- Under test schools achieved worse results- in most cases- than control schools in this domain.

In one of the schools that CFS has faded, students told us: ***“these are our demands and we want you to raise them: we want to change our “criminal teachers” who beat us violently, we want teachers to treat us equally, to care for all students, to encourage the weak, and to consider our feeling, to stop the humiliation”***, most of these students wanted to change school. Others said ***“if we knew you were coming we would have taken pictures of the abuse on students bodies, one was sent to hospital the other day”***. It was noted that students are more violent among themselves in the schools that have teachers and or principal practicing violence against children.

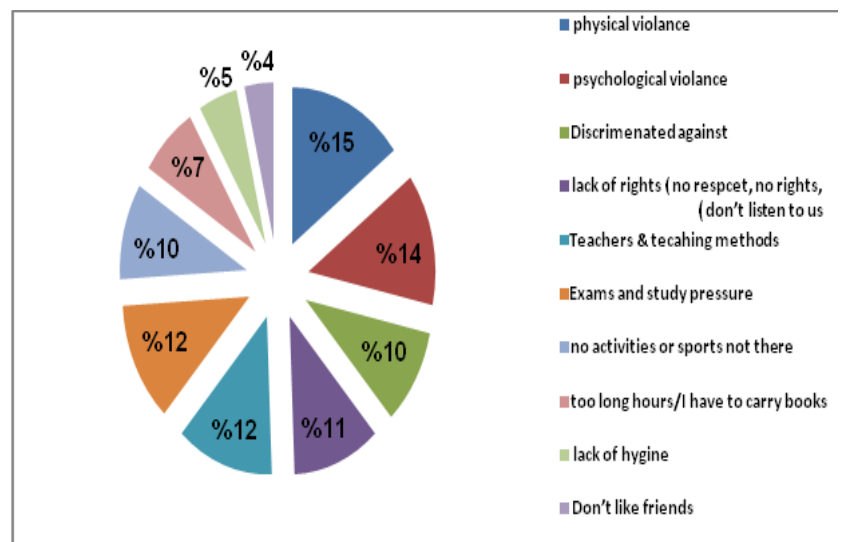
Figure 8.9: violence against children at school perceived by children



In stating reasons for disliking the school, children mentioned the following: (grouped to check order according to number of occurrences in the survey):

- I got beaten the school
- I am humiliated in front of others/ or cursed at
- I am punished unfairly
- I am discriminated against (achievement, area of residence....)
- I hate exams
- Studying pressure is too much
- No activities at our school
- They take away sports class from us
- Teachers are incompetent
- Teaching methods are traditional/ classes are boring
- They don't respect us
- They don't give us our rights

Figure 8.10 : Reasons for disliking school as expressed by children



- Nobody listens to us/ They don't listen to us when we complain
- Too long hours
- I had to carry too many books
- I don't like my friends
- School is dirty and spreads diseases

Again results confirm reasons for disliking school which are mainly related to violence, lack of rights and participation, related to teaching methods, techniques and assessment, and inequality due to discrimination (feel of injustice).

Reasons for discrimination against children:

Reasons for discrimination as perceived by children, counselors, and other school staff

- **In most schools**, student focus groups mentioned that there is **discrimination based on achievement**, ie the teacher discriminates against the weak achievers, and instead of enabling them and assisting them, teachers in various occasions humiliate them in front of the class, on the other hand they treat the better achievers in a total different way, this was main reason for verbal and physical violence against children.
- **Gender based**: girls in a mixed school are not allowed to play sports, or in open yard schools, on the other hand boys complained in a mixed school girls are treated in a better way than them.
- **Special needs**: in a CFS school (those who implemented fully or partially) they don't face such issue, but in a CFS faded school, it was mentioned that teachers make fun of those people which reflects on students behavior afterwards.
- **Economic status**: it was also mentioned in various schools that teachers or principal discriminate against those in bad economic status, and favors kids of the rich and influential.
- **Area of residence**: some have mentioned that students from Refugee camps feels discriminated against by principal and teachers.
- **Personality**: if they are shy and not asserted or if they are bullying others
- **Cleanliness of the child**: if students have lice specially at lower grades
- **The color of the skin was mentioned in one school.**

In various girls focus groups they mentioned that they are annoyed by "silly restrictions" regarding their looks (their hair, nails...), although they are all wearing uniform, others mentioned that sometimes the religion teachers are discriminating against them and not allowing their participation if they don't wear Hijab, they would prefer more freedom and less restrictions or discriminations on the cloths or looks". In 3 schools only the students had negative notes against respect of people with other religion, two of the schools did not students of different religion, while one of them had students from different religions. The issue of religion related topic is a taboo in the community, yet consultants preferred to reveal results honestly of all issues.

Some quotes from focus groups and interviews:

"we know our rights, we have to be respected, and we are not, we have to be treated equally, but we are discriminated against, they are not allowed to beat us or humiliate us but they do at home and at school"- students

"We are treated properly only if we are clever, polite, and do our homework, and this is not always the case, and we can't all be like this, they don't understand"- students

"We in the local council noted that the girls school have better behavior than the boys school, we are always at boys school trying to solve violence related issues within the school, and related to local community"

"My children don't like the school, the teachers are violent against children and they are practicing collective punishment, classes are boring, and they don't care about children's development, they don't involve us" –Parent

"CFS have Enhanced their academic achievement, reduced their violent behavior, and enabled them to like their school" principal

9 Effectiveness of the CFS

Effectiveness is tested through examining the different five key dimensions and sub-dimensions (domains) for assessing Child Friendly Schools, main results are extracted from the student’s survey, class observation and school observation tools, carried out for the three stratum: schools under test/examination, control schools and new phase schools³⁷. Results were also verified by the various qualitative outputs.

9.1 A child friendly school reflects a quality environment. It: (INCLUSIVENESS: Rights Based, Education for all)

9.1.1 Does not exclude, discriminate or stereotype on the basis of difference (different abilities of students)

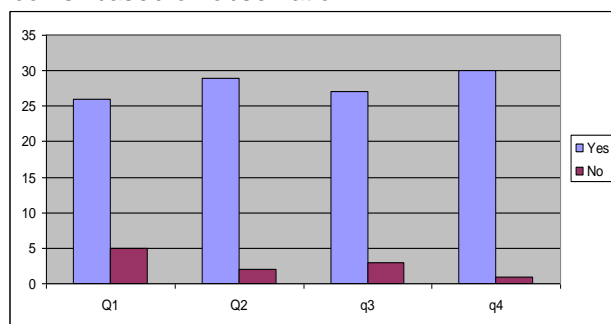
Table 9.1: Students opinion about inclusion³⁸

	experimental	control	new phase
My school is appropriate for all students including students with disability	56.2%	76.2%	60.6%
The educational counselor guide us in dealing with disabled students at school	78.5%	76.2%	77.7%
Teachers believe every student has the ability to learn	66.3%	65.3%	49.4%
Teachers respect students	73.4%	73.2%	81.9%

Table 9.1 above indicates that counselors are providing guidance to students in dealing with disabled colleagues at schools in most of the schools, yet the appropriateness of schools to enhance inclusiveness needs to be enhanced.

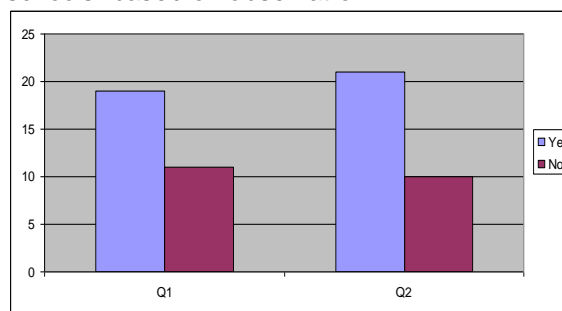
Table 9.1 above indicates that most teachers respect students, but 66.3% or less of the teachers believe that every student has the ability to learn. As stated in the Impact chapter (chapter 8) most students in focus groups believe that many teachers discriminate based on ability. Students also listed other forms of discrimination they are subjected to. Such elements need to be improved.

Figure 9.1: Teachers inclusion of students at class rooms - based on observation



Q1, Students in the class are treated equally,
 Q2, Instructions given by the teacher are clear
 Q3 Students in the class seem happy,
 Q4 Students in the class look healthy.

Figure 9.2: Teachers inclusion of students at schools- based on observation



Q1: Posters of children rights are found at school
 Q2: Posters that defines children’s rights are found at school

³⁷ For detailed results of the survey and observation refer to Annex 6, 6.1 for the survey, 6.2 for classroom observation and 6.3 for school observation

³⁸ Resource for this table and the following tables in this chapter is the student survey documented in Annex 6.1, where students answer in percentages to “constantly and often” is illustrated.

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Figure 9.1 shows that students observed in the classroom look happy and healthy. Teachers treated them equally in 26 of the schools out of 31(84%), teachers give them clear instructions in 29 schools, which help to provide a class room environment that encourages students to feel happy (at 27 schools). In classes observed at 30 schools students looked healthy out of 31 schools of under test and new phase groups (Annex.6.2).

The Impact of the project, as schools observed (seen in figure 9.2) showed that "posters of children rights are found at school" and "posters that define children's rights" are also found in the under test and new phase schools at 61% and 68% of the schools respectively, while it was only found in 25% of the control schools.

In general, education for all and inclusiveness in education are the MOEHE and teachers responsibilities and concern. The above stated results show the effectiveness of the CFS project in this aspect, yet more efforts are needed in rehabilitating the schools for special needs students and in increasing abilities of teachers to deal with students of different abilities.

9.1.2 Provides education that is free and compulsory, affordable and accessible, especially to families and children at risk

The Palestinian general education system gives children, boys and girls, the right to go to school. As the Palestinian education system is compulsory from grade 1 – 10, the basic education stage; hence all children age 6 – 16 should have a place in Palestinian schools. The high enrollment and completion rates are indicating that education is provided for all. The recent MOEHE inclusive education regulation for inclusion of the special needs at all stages and schools encourage inclusiveness for all, where it implies that children with special needs have the right to go to school.

Limited capacity at schools and weary infrastructure of others have been an obstacle to the implementation, as 26 schools observed had "a comfortable seat available for every student taking into account the differences in students' ages" while 5 schools were overcrowded and lacked proper spaces. 23 schools only had optimum number of toilets and accessible to all students. Limited funding was the main obstacle, although the ministry has been supported since its establishment 1995 by various donors, yet years of occupation and neglect to the system and the ongoing emergency still overburdens the required resources. Nevertheless; MOEHE was able to function during emergencies and provide education for all as previous chapters indicted.

Facilities for schools: it was noted that many schools lacked the adequate facilities for child centered learning, 12 schools out of 31 schools lacked proper labs, libraries, playgrounds, and/ or proper classes. Girls at girls' schools in 3 schools were forbidden to play sports outside, either due to the fact that the school is coed, or in an open space to nearby neighbors.

9.1.3 Responds to diversity by meeting the differing circumstances and needs of children based on gender, social class, ethnicity and **level of ability. (SE)**

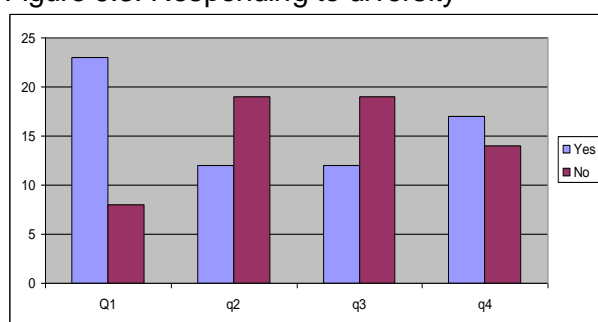
Diversity and equality are educators' concerns and they are eager to see it in practice. Equality in education gives everyone the right to learn, the right to participate in school's activities, decision making ...etc. Equality means people are treated equally regardless of their color, religion, ethnicity, class, gender or abilities. Regardless of their economic status and their location of

residence coming from a city, a village or a refugee camp (in Palestine case). Responding to diversity and facilitating equity by educators are very important components towards personality building and behavior of students.

61% of students in the sample under test mentioned that “Teachers treat every student equally when committing a mistake”, this percentage increased to 65% in the new phase schools, and was comparable to 48% in the non-CFS control schools. Issues of concern for the other 35-40% regarding equality and discrimination was discussed in chapter 8.

As indicated in figure 9.3 below, only 12 schools out of 31 schools are suitable to the physically disabled students, water is reachable for disabled students in 17 schools, therefore more work is still needed in this regard.

Figure 9.3: Responding to diversity



- q1. Toilets are easily found by any student at school and can accommodate a convenient number of students.
- q2. Availability of special toilets and washbasins for disabled students,**
- q3. In general, the school building is competent for disabled students**
- q4. Safe drinking water is available for disabled students (reachable)

The limited resources and capacities to respond to diversity are still prevalent, although various infrastructure rehabilitations were done in schools to accommodate those with physical disability. Yet measures to enhance integration of other level of disabilities are not apparent such as the lack of special teachers and resource rooms for the special needs is an obstacle towards such implementation, as indicated by interviews with various principals, counselors and teachers. Only 3 schools out of 31 schools had such resources. Although focus groups with children indicated least discrimination relevant to students with disability in the CFS schools.

Students with available resources were able to respond to diversity, teachers were satisfied that such inclusive policies were not a burden on their shoulders, as teachers in other schools complained. Principals and counselors mentioned that CFS has assisted them in rehabilitating their schools, through MOEHE prioritization or through involvement of local community, while others complained from the lack of resources. Inclusive education measures were available in certain schools with monitoring mechanism by MOEHE that assisted the schools implemented in.

Al-Abyat Co-ed school- rehabilitation of school



In addition, measures such as training counselors of schools have assisted in such inclusion as implied that most students at all tested schools were receiving guidance from counselors in dealing with disabled.

9.2 It is an environment that is effective for learning:

9.2.1 CHILD-CENTERED Democratic Learning: that promotes good quality teaching and learning processes. This includes individualized instructions appropriate to each child and active, cooperative, and democratic learning methods: that promotes democratic environment which encourages debate, expression of opinion, and participation

Effective learning is student-centered learning, not teacher-centered learning. It means a healthier teaching and learning environment that should be available to all students. Democratic learning is an essential component in the teaching/learning process. It is one of the main principles of the MOEHE teacher’s strategy.

The study has found that CFS is promoting child centered democratic teaching, as table 9.2 below indicates. Where CFS schools have achieved better on all indicators than the non-CFS (the control) schools, meanwhile new phase schools have shown better indicators than the experimental/under test schools in most indicators, except for using pedagogic methods and encouraging exchange of opinion.

Table 9.2: Child-Centered Democratic education domain- student’s survey:

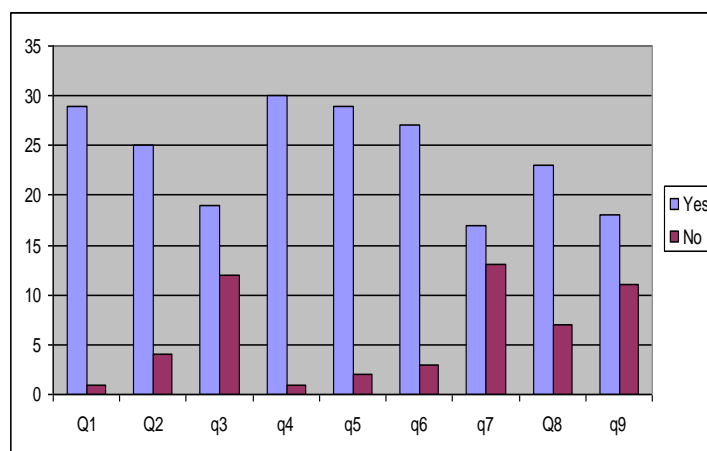
	Experimental (%)	Control (%)	New phase (%)
Teachers encourage students to participate during classes	86.4	64	89.9
Teachers listen when students answer	90.9	90.6	91.3
Teachers encourage students team work	78.2	64.3	81.2
Teachers encourage exchanging opinions among students during classes	75.8	64.9	71
Teachers follow pedagogical methods in teaching	78.8	63.6	60.9

The classroom is the place where children and teachers practice real democratic learning. Teachers are responsible for the promotion of a democratic environment which encourages students to participate effectively in class. The CFS promoting child-centered learning was also apparent in class room observation results, were the following was indicated:

The class room observation items were:

- q1. The teacher encourages students to participate in his/her class.
- q2. The teacher asks all the students questions –equally.
- q3. The teacher explains the lesson as a lecture.
- q4. The teacher interacts respectfully with his/her students.
- q5. There is a good interaction between the students themselves and the teacher in the class.
- q6. The teacher facilitates discussions in the class
- q7. The teacher uses educational materials.
- q8. The teacher involves all the students in class activities.
- q9. The teacher walks and observes students in the class or laboratory during any activity.

Figure 9.4: child-centered democratic education-class observation



The graph showed teachers in most classes observed encourage students to participate during classes; teachers interact respectfully with her\his pupils'. It was noted that student-teacher interaction, student – student interaction were also high. Teachers were also facilitating discussions in classes in 27 schools, which indicates that the teaching learning environment is not teacher centered learning it is child centered learning in the 27 observed classes.

On the other hand the teachers are still lecturing in classes, as observed in 18 classes, which needs further enhancement. While teachers in 16 classes out of 35 observed used educational materials in class and in 23 involved all students in class activities, while in 17 classes the teacher walked and observed students during activities or labs. More interaction is still needed.

Field interviews and focus groups has revealed that students opinion in 16 CFS schools is heard through various means: 1) annual student-teacher evaluation and survey carried, 2) Complaint boxes accessible to students, 3) understanding counselor and principal that listens to the students and reflects their feedback to teachers, 4) other initiative such as youth parliament that includes student-teacher evaluation.

Child-centered democratic learning that provides structured content and good quality material resources: It was noted through curricula review that it is child-centered, with multiple exercises and activities that encourages child-centered teaching, the teachers are provided with teaching guides that assist them in their work. Yet various groups of teachers have mentioned through the evaluation that curricula is too long, and ministry supervisors evaluate teachers by their abilities to complete the designated curricula, therefore they had to cut down various child-centered activities. MOEHE is currently revising the curricula.

9.2.2 Teacher Centered Learning: Enhance a teacher's capacity, morale, commitment, status and income- and their own recognition of child rights.

Focus group discussion and interviews have indicated that although various training and capacity building programs were provided for teachers including the CFS project, a serious issue of low moral that affects commitment is witnessed, mostly related to minimal appreciation from authorities and recognition of their work, low income they are receiving and the lack of incentives for the committed teachers. Nevertheless there are various teachers who were excellent at their work, and highly committed.

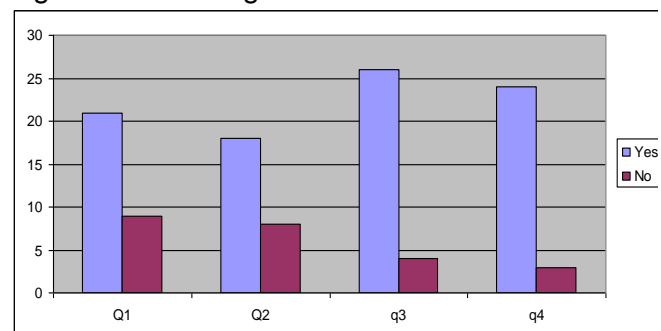
9.2.3 LEARNING Outcome: Promotes quality learning outcomes by defining and helping children learn what they need to know and teaching them how to learn.

An important component that looks at methods that promote outcome of learning

The class room observation questions related to this section are:

- q1. Various production made by children are exhibited on the classroom walls.
- q2. The teacher allows students to exhibit their individual or group work that they produce in front of other students in the class.
- q3. The teacher asks questions which stimulate thinking for students.
- q4. The teacher encourages students initiatives, by allowing new ideas, asking questions.

Figure 9.5: learning outcome



It is clear from the graph above that teachers promote learning outcome to a certain extend in 2/3 of the schools observed, allowing the students to exhibit their work where it was only observed in 58% of classes observed. This element would need further enhancement.

It was noted through interviews that some schools had low academic achievement due to low motivated teachers, increase of violence against children, less motivated students and lack of parents' interest and following-up.

9.3 It is a healthy environment that is protective for children:

Protection, awareness and following up are going to help children develop better. Health awareness, protection and following up are very important components in the CFS project, providing safe adequate and hygienic environment is as important. CFS should also provide protection against violence and life skills for interaction.

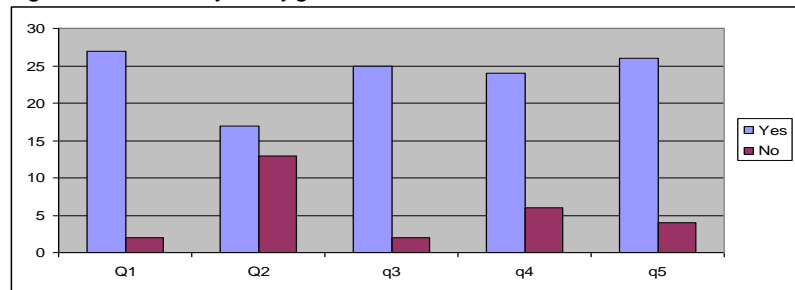
9.3.1 Environment is hygienic and safe from drugs, it is equipped with adequate water and sanitation

Environment is hygienic and healthy is tested through available structures and healthy practices by students. School and class observation tested this domain:

School observation indicated:

- q1. Safe drinking water is available for both students and teachers.
- q2. Soap is found in school's toilets and on washbasins.
- q3. Food is safely kept in the school's cafeteria.
- q4. School is clean.
- q5. No garbage is found on school playground/s.

Figure 9.6: Healthy & Hygienic environment- school observation

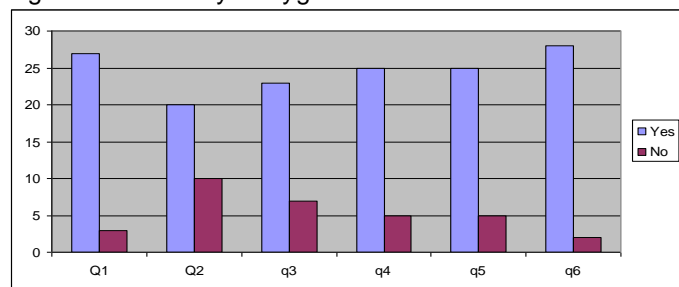


Graph above shows that safe drinking water is available in 27 schools. In school survey 66% of students indicated the availability of hygienic drinking water at school, 78% from the new phase and 83% from the control school indicated this availability. The rest of the schools should be able to get safe drinking water, 3.8% of students only mentioned that they have caught a disease after drinking unsafe/ contaminated water.

Regarding other indicators it was noted that soap was only found in 16 schools, and that 24 schools only were clean, and 26 did not have garbage/litter on the playground. These are good indicators for the CFS project that most schools are clean, yet the other schools should also enhance the hygienic environment.

- q1. The ventilation is good in the classroom
- q2. The class temperature is good.
- q3. The lightning is good.
- q4. The class is clean (Ground, blackboard, table).
- q5. A comfortable chair is available for every student taking into account the differences in students' ages.
- q6. Every student can clearly see the blackboard.

Figure 9.7: Healthy & Hygienic environment-class observation



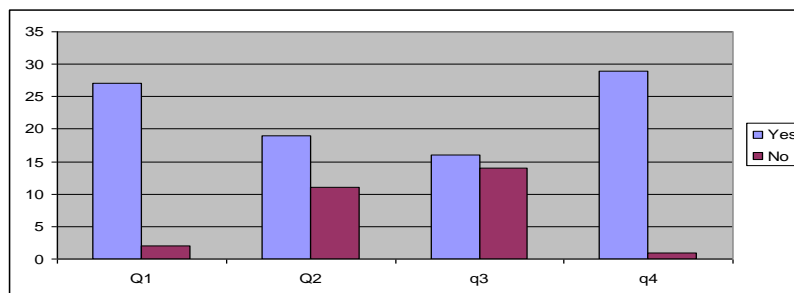
Classroom observation has indicated that classes were healthy and hygienic in around 25 schools of the 31 schools, except for the class temperature that was only appropriate in 20 schools and lighting in 23 schools. During field visits it was noted that certain schools with old structures were very cold and needed heating, while others needed extra lighting. The other 5-6 schools that did not indicate well had infrastructure problems in classes' appropriateness.

The last two indicators were also used for inclusion, and testing if spaces were available for all students 9.1 section.

The school observation indicators:

- q1. Toilets at school are safe and in a good condition
- q2. Students wash their hands after using toilets at school
- q3. Students at school wash their hands before eating
- q4. Children eat during recreation break

Figure 9.8: Healthy & Hygienic environment practices- school observation



School observation results indicated that 87.1% of toilets are safe and in good condition, while 97% of children eat during recreation breaks, while the results for the control group for the same items respectively were 75% & 50%. Yet the students hygienic practices showed low, with only 52% wash their hands before eating and 61% wash their hands after using the toilets.

9.3.2 It provides health services such as nutritional supplementation and counseling and awareness.

HEALTH Awareness is considered a very important component to promote children's health in CFS project. Domain 9 in the questionnaire (See annex: 6.1.1) pointed out two items, 67% of students said that "Teachers remind us of having breakfast before we go to school" and 87% of the students said that "Teachers give me preventive instructions to follow at both school and home in appearance of infectious diseases". Health staff, health committee and counselors play an important role in awareness, yet there are some boys middle to higher grades schools that are still facing certain health related issues such as smoking, as smoking is a phenomena in most upper-grade boys schools while drugs are non-existent.

Follow up of child health status was adequate in CFS schools, as table 9.3 below indicates that there is good cooperation between schools and parents. The cooperation extended as item 3 showed" the teachers follow-up the student health files in cooperation with parents", and that school principal calls parents in cases of illness. These results are lower for the control group, but higher in the new phase measures. The under test schools were the highest in following-up with parents, cooperation and follow-up with parents practices would still need enhancements to achieve more than fifty and sixty percentages.

Health services provided by the school for students are as it is in the table 9.3, first aid is provided by all schools in most of the cases (experimental, control and new phase). The school director sends me to the closest health center in cases of any ailment with teacher/counselor indicators

was the highest in the new phase schools, but are available in most situations at schools. The DGSH have indicated that health follow-up and measures are carried out at all schools, although its better monitored at CFS schools, regulations and measures evolved from their work in CFS.

Table 9.3: Health services according to students' survey

		Experimental (%)	Control (%)	New phase (%)
Health Follow-up	Teachers at school cooperate with my parents when a health check up is needed	64.5	56.6	56.5
	The school principal calls my parents in cases of illness	84.4	84	89.8
	Teachers at school follow-up my health status / file in cooperation with my parents	57.6	50	65.2
Health services	The school director sends me to the closest health center in cases of any ailment	72.5	74.5	81.1
	A teacher and the counselor accompany me in going to health centers in cases of ailment	74.4	71.9	62.3
	First aid is provided to me at school in cases of any injury	82.7	85.2	89.9
Nutrition	I buy sweets and cola from the school's cafeteria	23.1	26.8	13
	Sweets and cola are sold at the school's cafeteria	26.9	43.4	11.5

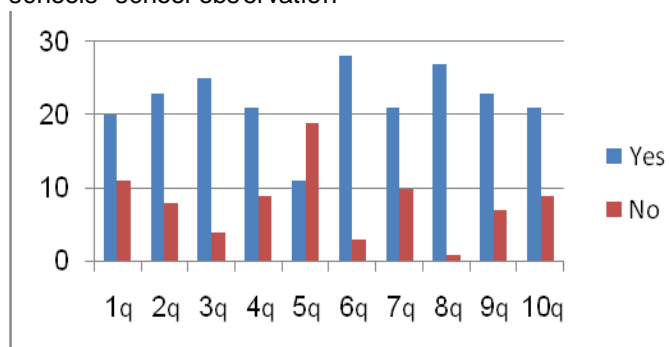
It is worthy to mention here that the MOEHE has forbidden school's cafeteria to sell sweets and cola. From the results above it seems that new phase and under test schools follow this regulation more than the control schools. Only 4% of students were poisoned by food sold at the school cafeteria -which should not occur- but is low. The staff in charge of health practices at school is monitoring cafeteria food, most CFS schools visited had health committees spreading awareness and monitoring practices.

9.3.3 Adequate healthy environment and safety structured school

The school observations have noted that most of the schools are safety structured with adequate healthy environment except for the metal bars between the street and sidewalks that most are lacking, regulations to keep students in and close gates are followed during school hours.

- q1. Sheds are available at school to protect students from rain and sun
- q2. The playground at school is safe
- q3. Playgrounds at school seem to be good
- q4. There are various plants at school (flowers, trees)
- q5. Protection of ferrous is placed between the street and the sidewalk for students.
- q6. A fully equipped first aid locker is available at school
- q7. windows and paint on walls at school are in a good condition
- q8. Students can get permission to leave school when needed
- q9. School gate is closed during school hours
- q10. Toilets at school are safe and in a good condition

Figure 9.9: adequate healthy environment and safety schools- school observation



9.3.4 Life skills education: Provides life skills-based education

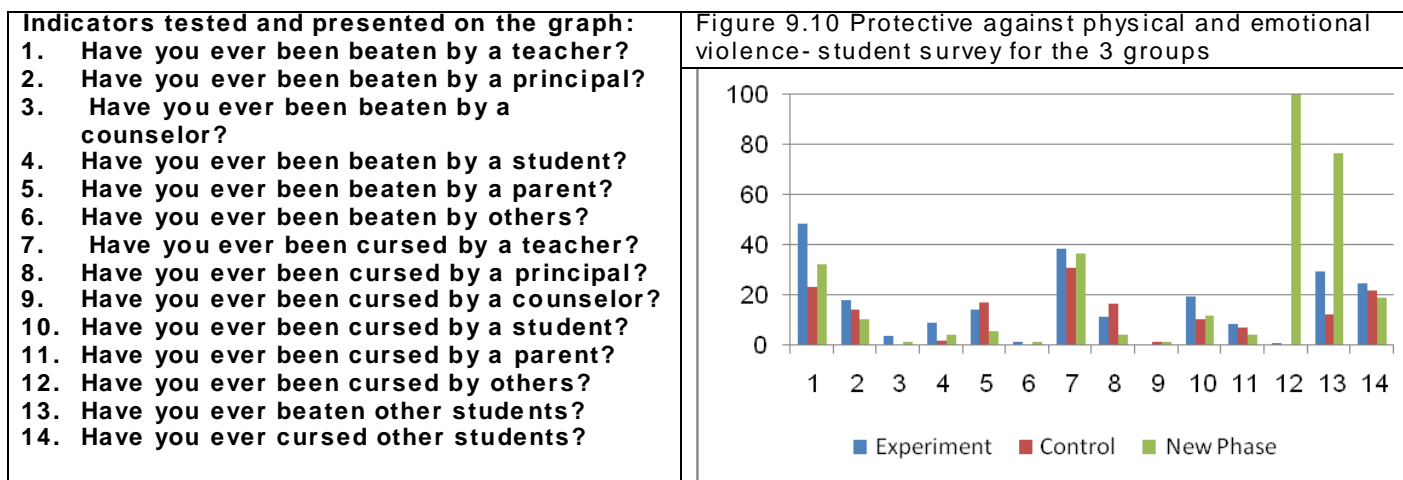
82% of schools under test and control students “try to get involved in discussions among my family members concerning family issues”, the percentage rose to 86% for new phase students. On the other hand less students were interacting with neighboring kids, 62% of students at school

under test indicated that they “play with neighboring friends group games” , which is higher than the control group of 42%.

School observations have noted violent interaction among students in the play ground, students fight during the break was noted in 11 schools and students insulting each other while playing was noted in 15 schools, mostly in boys' schools. Half of the students stated that “Students help each others in cases of conflicts with other students in the playground at school and try to solve the problem” and one third of the students believed that “Students at school believe that beating others is acceptable for retrieving their rights in cases of any conflict”.

9.3.5 PROTECTIVE against Violence: Promotes both the physical and the psycho-socio-emotional health of teachers and students, is safe from corporal punishment and harassment, and Helps defend and protect all children from abuse and harm.

Children should be protected from physical and emotional violence inside and outside school (at home and on the street). When the child goes to school, it means that he\she left home to a new and different environment. Schools should give him\her the chance to grow physically and emotionally. To be a friendly school to the child regardless of the child's age. Friendly schools should provide a warm and safe environment, facilitated by teachers, principles, counselor, and other students, protected from harm caused by whomever and for whatever reason. The following was documented by student in their survey:



The graph indicates high violence from teachers against students (1 & 7), followed by school principal at schools (2 & 8), while verbal violence among students is also high, students also admit to cursing and beating other students. Parental violence against children exists but at lower levels than that of school teachers and principal. These results were confirmed during focus group discussions, interviews and observations; it is illustrated in details in the impact chapter. Measures to control children violence against other children was noted through the existence of teachers during breaks and the discipline committees at the different schools. However, teachers' violence against children is a serious issue to consider; it jeopardizes and impacts the CFS concept. The MOEHE regulations forbid child abuse by teachers or principals, in specifically beating, but it seems that it is practiced at wide. UNICEF is working with MOEHE to formulate a law that could be adopted on the public level.

9.4 It is gender-sensitive. It promotes gender equality in enrolment and achievement, Eliminates gender stereotypes, Guarantees facilities, curricula, textbooks and teaching and learning processes that are friendly to girls, Socializes girls and boys in a non-violent environment, Encourages respect for others' rights, dignity and equality.

70% of students at schools under test stated that “Male and female students have the same chance in succeeding” similar results were stated by students of the new phase schools. These results compares to the control schools, where only 60% of the students agreed on the above.

This result for CFS schools has increased among female students from cities or villages or among students in 6th to 8th grade as Annex 6.4 shows.

For stereo-typing: When students were asked on vocational education and training and careers, stereo-typing still exists as they have noted that women can’t go to vocational or industrial careers and there are certain professions for career that women can be in. More of the stigmatized professions, such as teaching and health care. Source of information for this opinion was mainly the family, little effect of career counseling or awareness is noted.

Co-ed schools were mainly at elementary level of schooling 1-4 grades, boys of lower grades are not abused in such structure while they were in all boys’ schools. The only one school visited that is coed at all classes in the village, had a total separation between genders, as they were separated in the playground, and in classes, female students sit in the back. In such setups girls' participation is at a minimum.

Counselors were found active in promoting equal rights among children and staff, while the schools that do not have any counselors are not receiving such awareness and interaction information, and schools that have overburdened counselors (shared between three schools) are receiving minimum benefits in this regard.

9.5 It is involved with children, families and communities:

9.5.1 DEMOCRATIC Participation: Child-centered, promoting child participation in all of school life

The democratic participation domain in the questionnaire presents 5 items in table 9.4: it is clear that the students at the CFS schools (experimental schools and new-phase ones) are given a chance to take decisions, school involves students in solving problems, and a representative student attends the faculty meetings to discuss issues concerning students, more than students in the control group.

Table 9.4: Democratic participation child centered schools

	Experimenta l (%)	Control (%)	New phase (%)
1. Students at school are provided with decision-making opportunities	57.4	36.9	57.9
2. The director monitors students' various activities	79.9	78.6	88.4
3. School involves students in solving problems	51.2	35.7	49.3
4 Teachers at school participate in forming committees	78.6	83.4	81.1
5. The school principal invites a representative student in faculty meetings to discuss issues concerning students	49.2	37.5	53.6

It was also noted that the number of committees at CFS schools are much higher and hence involvement of students in school life. This aspect would still need further development, especially involving students in decision making, problem solving, and in meetings. Results from focus groups and interviews confirm the above.

9.5.2 **Family-focused, working to strengthen families as the child's primary caregivers and educators and to help children, parents, and teachers establish harmonious relationships.**

The project found that good relationships between the school, students' families, and the community is a necessity for the CFS concept. Families and communities can support schools in several issues such as: following up children's behavior and their achievements, attend school meetings, participate in parents committees, attend school activities, financially, and in solving problems. It was noted that family involvement in school life strengthens the relationship with the school local community.

Family involvement gives the child good attitude and feelings toward school that it is his\her second home. Also, "Parents' Committees" can participate in decision-making. The results of family involvement can be seen from the following items in table 9.5 below

Most of the schools under test involve the families in meetings, discussing child achievements, and cooperation. Results are similar to the new phase ones, and most of these percentages are higher than the ones stated by students at the control schools.

On the other hand less CFS schools are inviting parents to attend students' activities; results are similar among the three groups of schools. In meetings and focus groups with parents, this issue was raised as most feel that they are invited to parents meeting and to discuss achievement but are rarely invited to attend activities. It was found that 18 schools have parents committees that are effective, 8 have partial effective committees and the rest (7 schools) do not have a parents committees or it is ineffective.

Table 9.5: Family Focused and Community Based Schools

		Experimental (%)	Control (%)	New phase (%)
Family Focused Schools	1. My parents attend parents' meetings at school	75.1	62.5	68.1
	2. Parents are welcomed when visiting school	87.3	91.1	89.9
	3. My parents are invited to discuss my academic status at school	72.8	56.6	69.6
	4. My school cooperates with parents	73.5	58.9	79.7
	5. Parents are invited to attend activities students hold	41.7	42.9	43.5
Community based	1. The school director invites an official representative of the local society to inaugurate activities we hold	59	67.8	75.4
	2. My school builds up good relationships with the local society	72.8	72.7	87

9.5.3 **Community-based, encouraging local partnership in education, acting in the community for the sake of children and working with other actors to ensure the fulfillment of children's rights.**

CFS schools have achieved relations with the local community through the projects, some active schools continued and it was apparent, specially in villages, while others needed revival steps,

table 9.5 above summarizes how the student assess the school-community relationship. The new phase schools have achieved best results in community participation through building relations and inviting an official to activities, while CFS under test schools varied according to the school and was comparable to the control schools that also varied according to the school as field visits indicated.

Interviews and focus groups with the communities and the schools have revealed that 18 schools have relations with schools, while others were not setting such relations, mostly due to the schools and inactive principal, although some were due to the lack of interest of the local community. The 2 new phase schools had active relation with the community. Interviews and focus groups with the communities and the schools have revealed that 18 schools have relations with schools, while others were not setting such relations, mostly due to the schools and inactive principal, while some were due to the lack of interest of the local community. The 2 new phase schools had active relations with the community.

Cost Effectiveness:

- **Cost Effectiveness: CFS implementation cost: 2,333US\$/per school and 5US\$/per child, managed at the year 2006 to reduce it to 1,340US\$/per school and 3 US\$/per child. (initiation cost already included in the first years of project implementation)**

Section III : Overall Lessons Learned/ Findings and Recommendations

The evaluation has revealed that implementation of the project had an impact and elements of sustainability, the concept was fully sustainable in 6 schools out of 29, and was partially sustainable in many. It had better results than the control schools in various aspects as qualitative and quantitative shown, lessons learned and recommendations presented here will enable increase of effectiveness, impact and sustainability.

10 Main Lesson learned and recommendation:

The evaluation has revealed that implementing Child-Friendly School projects have promoted increase respect of children's rights, increased inclusiveness, increased equity, but further efforts are needed for protection within and outside the school environment. It was noted that various domains of the CFS was affected positively , increased child-centered and democratic learning increased engagement of children in school activities, increased family and community participation, enhanced hygiene and health environment, enhanced exclusiveness of different groups and promoted gender equity.

Over 85% of all students wanted the CFS concept to be implemented in all schools, the adoption of the concept on the policy level through the MOEHE strategy, presents the ideal situation to spread the CFS concept to other schools, the belief of the various policy makers at MOEHE and directorates that CFS is a concept and a way of thinking to develop schools, would be the driving force for the spread,

1. Hence, the main recommendation is that CFS would need to be spread to other schools through the following recommendations:

1.1. Spreading CFS Model Schools success stories and achievements:

- 1.1.1. by use of different methods as documenting and disseminating of the documentation, documentation could be reports or multi-media.
- 1.1.2. Peer visits for learning of nearby schools and other principals and teachers.
- 1.1.3. To be visited by employees at the ministry and directorate levels.
- 1.1.4. Documented success stories to be used as case studies during CFS training.

1.2. Operationalizing the concept in all MOEHE departments

- 1.2.1. To integrate CFS domains in the follow-up and assessment tools for the field and the relevant staff in directorates and schools.
- 1.2.2. To widen the technical committee responsibilities to be the responsible body for the implementation, not only the planning body, responsible for reporting on their parts. Which would be overseen by the ministry (ie supervision and general education for effectiveness teaching, curricula for developing based on rights and effectiveness....).
- 1.2.3. To activate **all relevant departments at the ministry level in monitoring** their parts based on the developed Palestinian CFS standards, therefore integrating related indicators into their monitoring systems; with reporting system of each technical committee member for CFS achievements related to their relevant department. This is seen as realistic since the CFS became part of the overall MOEHE strategy.
- 1.2.4. Ensure that the school plan reflects the CFS domains, or to ensure that the CFS plan is the school plan.

Such integration and sharing of responsibility while specifying each part responsibility will spread the concept through the actual operation of the ministry, and would enable the ministry to implement its strategy.

1.3. Enhancing the capacity and engagement of directorates to spread the model

- 1.3.1. Directorate capacities to be enhanced through monitoring and coaching of their abilities.
- 1.3.2. Use of the developed monitoring tools in the relevant department to monitor the domains in all schools with specific reporting on CFS schools.
- 1.3.3. Responsibility of the implementation and the spread to be of all departments in the directorates, hence reporting on achievements.

1.4. Evaluate annually and Provide incentives for winning schools

- 1.4.1. Each year DGP will be monitoring the CFS domains implementation in all schools, based on developed monitoring tools. Yet it is better to provide the data per school for the directorates so as to compare with monitoring data and enhance domains.
- 1.4.2. To provide moral incentives such as initiating a “Schools Competition of CFS Achievements” on the Ministry and the Directorate levels.
- 1.4.3. To conduct an annual meeting for schools in the directorates for exchange of information and lessons learned.

1.5. Capacity building of the schools to implement CFS

1.5.1. Select 1-2 schools per year in each directorates

1.5.2. Training principals, teachers and counselors of the new schools to implement the model. Trained staff at directorates can conduct such training.

1.5.3. Use the Model schools as a Hub for training of new teachers, after basic course, as on the Job training.

1.5.4. Coach the selected schools

1.5.5. Also offer free ministry training to private schools or UNRWA to enhance the CFS concept on a complete national level

1.6. Enhancing tools for spread of the model:

1.6.1. Enhance training:

1.6.1.1. By enhancing training materials and adding the accomplishments achieved as case studies and use of different exercises and adaptation of the materials used by trainers.

1.6.1.2. By integration of main findings of the evaluation into training materials and methods, as more emphasis is needed on promoting children's rights, democratic participation and non-violence.

1.6.1.3. Use techniques beyond training for learning such as held Conferences for sharing of experiences and success, Identified school in each directorate (old and new program) to be visited by other schools from same directorates.

1.6.2. Upgrade trainers: Refresh CFS trainers previously trained in all directorates, sharing their experiences in training and enhancing their capacities.

1.7. Integrate Lessons learned for the enhancement of the implementation model: In any future implementation of the model, it is suggested that certain steps is taken for better impact and sustainability:

1.7.1. Stabilize principals and core teachers in targeted schools to implement CFS schools: For new phases of the project all principals and core teachers trained in the targeted schools to be stable for a certain number of years until concept is rooted at the school (this policy was implemented in other projects).

1.7.2. Partnership for increasing funds for infrastructure enhancement: The future implementation of the CFS concept could be done through building alliances with other donors to provide building enhancements and new building elements for the project.

2. The Second axis of recommendations is to “Sustain and Enhance the CFS in the 190 school”. Through enhancing elements affecting sustainability, effectiveness and impact.

First: Elements affecting effectiveness and impact

2.1. **Provide Protection for children:** it was found that around 50% of students are beaten by teachers (physical violence) and little less than 40% cursed by teachers (psychological violence). In addition to 18% and 11% being beaten and cursed by director respectively, students made it clear it is a major reason why they don't like school, protection should be provided in various ways, hence consultants recommend:

2.1.1. Shedding the light on these findings for employees at policy level.

- 2.1.2. Implementing the non-violent law at schools, after MOEHE and the government endorsement of the law with implementation mechanisms and regulations.
- 2.1.3. Monitor violations: monitor abuses through new techniques as hot line and a website for uploading cases to be constructed and accessed by students To limit verbal and physical violence at school among all especially among higher grades boys schools,
- 2.1.4. Hold perpetrators accountable for their acts, through a clear transparent system in the ministry and in the legal system.
- 2.1.5. Raise awareness of different parties (school level, directorates, families..etc) on the issue and hold regular meetings to discuss plan for eliminating violence at schools.
- 2.1.6. Train teachers in specific and directors in general on tools and methods to deal with adolescence, psychologically stressed children, non-violent disciplinary acts..etc.
- 2.1.7. The issue of sexual abuse of boys in smaller grades at all level boys' schools that appeared slightly in some schools should be addressed. Measures such as integrating boys at lower grades (1-4) in girls school -as done by various schools- could help.
- 2.2. **Curricula revision:** findings of the evaluation have revealed that child-centered learning tools are integrated in the curricula, but it was noted by many that curricula is compact and the time available to accomplish the required topics is limited. 86% of the students at 6th grade mentioned that "I enjoy material I learn at school" constantly, this percentage was decreased as grade increased; it reached 12% at 11th grades. **Therefore, there is a need to review the curricula** to ensure its compatibility with time available, and that it enables the "committed teachers to the teaching process" to use integrated child-centered activities and exercises and enhance the learning process and outcomes.
- 2.3. **Enhancing teachers capacities:** in line with the above findings teachers needs to enhance their pedagogic competencies, teaching techniques and methods especially for higher grades. It is thought that the newly adopted national teacher strategy will enhance teacher's capacities, once clear mechanism for implementation is prepared and monitoring is effective.
- 2.4. **Building the culture of rights among students, teachers and staff:** 29% of students mentioned that they have beaten other students and 25% have cursed others. Discrimination against children at schools has been practiced for various reasons, 27% of students think that students rarely or never respect each other. In most schools and among most students discrimination is due to academic achievement specially practiced by teachers (more than half of the students thought that teachers rarely or never believes that every student has the ability to learn), other reasons like class, ethnicity and gender were also present. Hence the culture of rights needs to be promoted among students and school bodies, more awareness and ongoing monitoring of such violations should be continued. The role of counselors and student committees in this sense is important.
- 2.5. **Promoting democratic participation of students:** It was noted from the findings that students would need channels for their participation, they would need to be heard and they need, as right holders, to have a say in the form and substance of their education, and interaction with school. This could be done through:

- 2.5.1. **Forming student body or bodies that represents students and reflects their opinion:** this could be done through forming one student body for the school from representatives of different classes at higher level than the 6th grade, a measure that is taken by various schools in other systems locally, regionally and internationally. Committee to be active and meeting regularly and actions taken accordingly. It could be the CFS committee, responsible for all domains of CFS (including effectiveness of learning and rights) as CFS committees in many schools were only the health committee.
- 2.5.2. **Annual assessment of teachers, and schools to be carried by students, results analyzed and considered.**
- 2.6. **Enhance Career counseling in schools** especially in girls schools to promote non-stigmatized roles and to promote awareness towards role in the society and gender equality. As it was noted that families either track themselves into traditional roles or families have this effect upon their daughters.

Second: Elements affecting sustainability:

- 2.7. **Enhance capacities of Human resources at the 190 schools:** Main lesson learned is that the principal, the teachers and the counselor, represented mind, body and soul of the CFS concept. The principal being the leader and the driving force behind it. Teachers are the core for sustaining the concept, main implementer, and main interacting hub with students, the counselor is the safeguard for the concept, there were various models of active impacted different human resources. The following recommendation is to assist in sustainability and uphold children's rights at schools:
- 2.7.1. Principals: To stabilize the achieving principals at schools, and make use of their experiences in providing models for others as:
- 2.7.1.1. To distinguish successful principals, honor them and publish their stories
- 2.7.1.2. For the current schools with new principals, to train and orient the new principals on the concept, while provide coaching from the directorates, model schools to be used as an orientation area for peer training.
- 2.7.2. **Counselors in all schools:** The presence of counselors all the time is important in all schools, the counselor roles were apparent in reliving the stress, and in communicating child's issues to teachers and parents, and in upholding the CFS concept. The presence of counselors in all schools is important specially at boys schools with grades above the 6th grade.
- 2.7.3. **Enhance Teachers commitment and Teacher-Friendly environment:**
- 2.7.3.1. **Acknowledge the committed teachers:** as evaluation have revealed three kind of teachers, the committed that is sustaining the concept and developing their competencies, the traditional that is resistant to change and those in between, it is recommended to put a comprehensive strategy in place focusing on awarding the competent and committed teachers with the CFS concept, while limiting the effect of the traditional ones and supporting those in between.
- 2.7.3.2. MOEHE is currently developing Incentive scheme for distinguished teachers and schools, scheme is based on rewarding achievements and

performances, implementing it with CFS related criteria will enhance sustainability and spread of the concept

2.7.3.3. The MOEHE has recently adopted the teachers' strategy for development that concentrates on enhancing pedagogic competencies of those employed towards child-centered learning; and enhancing respect of children's rights. It is recommended that the CFS concept and domains to be integrated in the implementation tools, training, teachers materials...etc.

2.7.3.4. **Provide coaching for teachers and Enhance monitoring of effective education: child-centered education was enhanced in CFS schools in general**, while it would need further enhancement as discussed through focus groups with students and teachers, and found through observation. Therefore monitoring techniques that would lead to change of methods need enhancement.

2.8. Enhance Infrastructure of CFS schools:

2.8.1. The schools with weary infrastructure and are implementing the CFS to be given priority in new buildings. To give priority for safety related elements in enhancement of current schools, while the schools would continue in their community relations to activate their support.

2.9. **Enhance communities' role and participation:** by further engaging of communities and families in the education process, communications to be both ways and encourage more integration in the education process, through committees consult parents and communities in certain educational matters and decisions related to schools.

Therefore and on the short run, a future project on the directorates levels lead by the ministry towards Comprehensive approach would be needed. Project to coach, revive and spread the effect at the directorates' level to Enhance what is there and Spread to other schools.