

Evaluation of the Child-Friendly Schools Initiative



Managed by

**The United Nations Relief and Works Agency for Refugees in the
Near East
UNRWA**



And

The General Administration for Palestine Arab Refugees

**In Cooperation with:
The United Nations Children's Fund - UNICEF**



**Submitted By
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1. Evaluation Summary

The UNICEF has cooperated with the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and the General Administration for Palestine Arab Refugees (GAPAR) in adopting the "Child-Friendly Schools" program. The program has been adopted in 118 schools affiliated with UNRWA and 3 institutes affiliated with the GAPAR. The program aims at improving the school administratively in order to: provide an atmosphere that protects the child and facilitates the learning process, with a focus on gender issues and developing children's cognitive ability and motivating them to get involved.

The "Child-Friendly School" initiative encompasses ten criteria which aim to achieve its objectives. The current evaluation seeks to determine the outcome of achievements which have been made by the training programs conducted by UNRWA and the activities carried out in the schools and institutes determining the relevance, efficiency, effectiveness, impact and sustainability of the ten criteria of "child-friendly schools". This will be done by examining the outcomes achieved in terms of: the *relevance* of training programs conducted by the UNRWA with the adoption of criteria; the *efficiency* of the initiative in terms of the proportion of efforts exerts and the outcomes; the *effectiveness* of the plan in achieving the results; the *impact* achieved in improving the educational process, and communication of concepts to the teacher, student and parent; and finally the *sustainability* of acquired skills which will persist after the completion of the project.

The research employed several qualitative techniques such as in-depth interviews, focus group discussions and regulated observations. The study also included a quantitative questionnaire distributed among school staff (with 739 participants representing 27.1% of the teaching staff) and data and statistical analysis. The responses to the questionnaires indicated that the *impact* of the initiative was more highly rated than, for example, the *efficiency*, which was the lowest-rated. As regards the impact, questionnaire respondents stated that there were concrete results due to the attention paid by the schools to the initiative. However, in terms of efficiency respondents felt that most of the initiative's achievements emerged from the training programs and the schools' initiative rather than the field action plans.

Through the child-friendly school initiative the UNRWA conducted a package of training programs including activities (such as guidance and counseling, code of ethics and health curriculum), the child-friendly school (such as child rights and safe and stimulating school), and educational trainings (such as active learning, total education and learning difficulties). Such training programs contributed to reinforcing the teacher-student relationship and helped the school be free of violence. It also provided teachers with new, more effective teaching methods on were based several of the means and methods used to encourage student participation¹

¹ The term 'student' refers to both male and female students

student, providing teachers with new concepts regarding child rights, and providing teachers with solutions to learning problems particularly poor academic performance and dropouts.

The training programs focused on the theoretical aspect. Therefore, these trainings must be reinforced with practical application through local meetings "to activate and exchange experiences" through which teachers can translate the concepts into actions. This will allow them to think of ways to translate the curriculum into the activities that will be carried out by students in or out classrooms or school. Further, teachers can prepare a project through which they apply the training they have received such as the educational research submitted by the new teachers. In addition, new teachers can prepare applied projects instead or in addition to educational research.

The training courses can be consolidated into three areas: training materials for the child-friendly schools concept, educational concepts and skills, and manuals for activity groups. The courses should be delivered to all teaching staff according to a schedule and part of these training courses should be included in the teacher preparation courses delivered to new teachers.

The responses indicated that the "child-friendly school" objectives were clearer to the teachers (a direct result of the training programs), followed by the students and they were least clear to parents. This is where a community plan for each school can come into play. This community plan would be a comprehensive program for education of parents, which would be formulated according to the standards and objectives of the child-friendly school and according to the parents' needs.

Regarding the resources available for achieving the child-friendly school objectives, the school makes an effort to provide the appropriate educational aids, heating, umbrellas in the school yards and comfortable chairs for the students. However, the schools are still lacking in several areas, and there is a need for labs, libraries, musical and sporting equipment. The school also needs music, sports and art teachers. It is therefore necessary to take stock of the needs of schools and identifying ways to meet those needs. At this point the school should work with the local community, not only to meet some of the schools' needs, but also in order to institutionalize cooperation with the local community. Through the school a (elected) joint committee with the local community will be formed and it will formulate the educational and community plan, jointly implement these plans, and discuss and evaluate its results.

Through this experience, the teachers gained many skills which established an atmosphere in the school that allowed students to interact, express themselves and their talents through paintings, poetry writing, story writing and play writing, which can be documented in brochures, recording students' creations and charting their development as part of the comprehensive education concept. The training also contributed to building positive relationships between the teacher and the form one year to another.

Regarding involvement in decision-making, the students' role and involvement in the school is growing through activities such as: the student parliaments, guidance and counseling committees and other activity groups. Furthermore, they play a role outside of school through community projects such as tree planting, and cleanliness and smoking prevention campaigns. At this stage, the students' role can be further developed by preparing an action plan for each activity group that includes what the students learn and do during the year both within and outside of school (with the community or neighboring schools). However, the role of and involvement of the local community in the decision making process must be developed in a manner that reinforces the efforts being made by the school to develop education. The current role of parents in the school council should be expanded by creating "a joint committee" of parents and local leaders to be responsible which, along with the school, would be in charge of the school's action plan. This could improve performance and reinforce the relationship with the local community.

As for the criteria, there was more emphasis on the first, second, fourth, sixth, ninth and tenth criteria than the third, fifth, seventh and eighth criteria. This report contains some suggestions that can contribute towards increased achievements in all criteria.

In terms of overall achievements, UNRWA reinforced the schools' experiments with training programs delivered to the school, which led to teachers exerting more effort towards improving relationships with students and presenting the curriculum in an interactive manner. Teachers also extracted concepts about rights from the curriculum and through interactions with the students. The students learned their rights and made joint initiatives both inside and outside of the school. Parents cared for the school and contributed towards meeting some of its requirements.

In order to reinforce the achievements made, the assessment team suggested that the school should shift the community's focus towards institutionalized involvement through a joint committee. In addition, the school should translate its focus on developing education into an institutionalized plan and its desire to involve the community into "a community plan" that translates students' initiatives into an action plan for each activity group. UNRWA's plan serves as a general framework for building schools' capacities for achieving their educational and community plans. Further, UNRWA can bolster its training sessions by improving the correlation between the theoretical concepts and practical applications. This should be followed up with local meetings to "activate and exchange experiences" so that teachers can contribute to the subject matter (or activity group) by researching and thinking together in order to translate more concepts into action, and to coordinate their joint activities.

2. Introduction

- "Education is the fundamental human and child's right; we make education "the tool" and the "result" of a "rights-based, democratic society" (Aguilar, 2004)

- The child can learn democracy ONLY by living and experiencing it throughout his/her life: in the family, at school, in the community and later as a citizen of a global democratic society (Aguilar, 2004; Hammarberg, 2000).
- "In the spirit of the Convention, the school should be child-friendly. (Hammarberg, 2000).
- "Teachers are the key to making schools child-friendly" – Katrin Imhof – Education Manager – UNICEF Thailand – (Keenapan 2008).

By the year 2000 119 countries have ratified the Convention on the Rights of the Child. The foundation articles of CRC express the overarching principles of non discrimination, the best interest of child, the rights to survive, develop, and be protected, and the right to participate and have one's view considered (Piya-Ajariya, 2003). In this context, the Convention can help to define key issues from a child's perspective.(Hammaberg 2000).

The CFS initiative, also supported by UNICEF in numerous other countries around the world, was first introduced in Thailand in 1998, and started up in schools in the tsunami-affected provinces in 2006 (Keenapan, 2008).

The "child friendly school" initiative has come to transform the CRC from a legal framework into an implemental and goal-oriented action that will endeavor to make families, communities and institutions, child friendly(Piya-Ajariya, 2003).

The Child Friendly School as a global initiative, seeks to increase within schools the use of participatory learning/teaching methods; ensure safe, , equitable and gender sensitive environment for children; provide access to clean water and sanitation; have strong links to surrounding communities; and have care, support and outreach services for orphans and other vulnerable children (Keenapan, 2008).

The Child Friendly School is a school where a package of specifications is offered which guarantees a more interesting education that encourages involvement, openness and dialogue as well as carrying out educational and democratic practices desired by the students.

Educational environments must be safe, healthy and protective, endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. Within them, children's rights must be protected and their voices must be heard. Learning environments must be a haven for children to learn and grow, with innate respect for their identities and varied needs. The CFS model promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment (UNICEF, 2009).

The child-friendly school system recognizes and respects children's rights and responsibilities. It provides the enabling environment to realize children's rights not only

in schools, but also in children's homes and their communities (Piya-Ajariya, 2003). The child has the right to be curious, to ask questions and receive answers, to argue and disagree, to test and make mistakes, to know and not know, to create and be spontaneous, to be recognized and respected. There should be recognition in school of the reality that pupils are individuals and learn in different ways and at a different pace (Hammarberg, 2000)

At these schools, teachers are trained on child rights, while teaching methods focus on a child-centered approach. Lessons for children include essential life skills aimed at keeping them safe and building the skills they will need to fulfill their potential and contribute fully to society (Keenapan, 2008). The CFS model also builds partnerships between schools and the community (UNICEF, 2009) as such relationship prepares the school for its role in communicating the child-friendly concepts to the society and it gives the students the opportunity to discover their roles towards the society.

Launched in South Africa in December 2004, its goal is to improve equitable access to quality basic education in six countries including Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe (UNICEF; Dorothy Southern, 2006).

In this context and since 2006, UNICEF has worked in cooperation with the United Nations Relief and Works Agency for Palestine Refugees in the Near East hereunder referred to as UNRWA and the General Administration for Palestine Arab Refugees hereunder referred to as GAPAR. UNRWA was established under UN resolution No. 203 (4) in December 1949 to provide assistance to 4.5 million Palestinian refugees in: Jordan, Lebanon, Syria, West Bank and Gaza .

Refugees in Syria form 10.2% of the total number of registered refugees, and represent 2.3% of the total Syrian population. Of these refugees in Syria, 30% of them live in the camps, nine of which are official camps²: Jaramana, Set Zeinab, Sebina, Khan El-Sheikh, Khan Danoun, Nayrab, Hama camp, Homs camp and Deraa camp. Refugees also live in another four unofficial camps³: Yarmouk, Ramdan, Hosayneya and Ramle camp in Latakia.

UNRWA in Syria assists 467,000 Palestinian refugees in the fields of education, health, relief and social services. Education represents the largest working area comprising half of the UNRWA budget and employing 70% of UNRWA's work force. The UNRWA schools are distributed in five districts and the work in schools is followed up through an educational office in each district. Schools are located in the five districts inside and outside the official and non-official camps as shown in Table 1 below:

² These are the refugee camps officially recognized by the UNRWA and provide the following services: education, healthcare, humanitarian aid, employment, and social services.

³ These are additional camps set up by the host country's government. UNRWA services are only partially provided in these camps, usually focusing only on education and healthcare.

Table (1) Locations of UNRWA Schools

Educational District	Inside Camps		Non-Official Camps		Locations outside the Camps where UNRWA Schools are Located	No
	Official Camps					
	Camps	No.	Camps	No.		
Eastern Damascus District	Jaramana- Set Zeinab	2	Yarmouk- Ramdan- Hosayneya	3	Douma, Barza, Goubar, Al Amin street	5
Western Damascus District	Sebina- Khan El-Sheikh- Khan Danoun	3	Yarmouk	1	Rokn EL-Din, Saasaa, Damar, Al Maza	1
Northern District (Aleppo)	Nayrab	1	Ain Al-Tal	1		
Central District	Hama camp - Hims camp	2	Latakia camp	1		
Southern District	Deraa	1			Gelin, Mezirib	2
Total Locations		9		5		8

UNRWA runs 118 schools with a total of 67,000 students in the first and second stages of the basic education – i.e., from the first grade to the ninth grade. They are distributed by district, official camps, and unofficial camps and outside the camps according to Table 2 below:

Table (2) Breakdown of Schools in each Educational District Inside and Outside the Camps⁴

Educational District	Inside Camps		No. of Schools Outside Camps	Total	%
	Official Camps	Non-Official Camps			
	No. of Schools inside Official Camps	No. of Schools inside Non-Official Camps			
Eastern Damascus District	10	19	12	41	34.75
Western Damascus District	16	16	9	41	34.75
Northern District	8	3		11	9.3

⁴ See Appendix 1: Breakdown of schools by districts, locations, gender and educational stages inside and outside the camps

(Aleppo(
Central District	10	4			14
Southern District	5			6	11
Total Schools	43	48		27	118
%	36.4	40.7		22.9	

Furthermore, schools can be distributed by gender and educational stages as shown below:

Table (3) Breakdown of Schools by districts, gender and educational stages

District	No. of Schools	Gender			Stage		
		Boys Schools	Girls Schools	Mixed Schools	Primary Stage Schools	Preparatory stage schools	Primary and Preparatory Stages Schools
Eastern Damascus District	41	18	21	2	23	13	5
Western Damascus District	41	21	19	1	21	15	5
Northern District (Aleppo(11	5	6	0	7	2	2
Central District	14	7	7	0	8	6	0
Southern District	11	5	4	2	6	5	0
Total	118	56	57	5	65	41	12
%		47	48	4	55	35	10

The schools apply the curriculum of the Syrian Ministry of Education. UNRWA also runs a vocational training center (Damascus Training Center - TDC) in Damascus to help prepare refugee youths to enter the labor market by providing them with the necessary skills. (UN, Syria 2010). UNRWA schools host 80% of Palestinian students in the basic education stage. Due to the large number of students, the schools have had to adopt the two shifts system, meaning the school day is only five hours long (Awad, 2008).

GAPAR was established on January 25, 1949 by virtue of law No. (450) under the name of the "The General Administration for Palestine Arab Refugees" to organize Arab

Palestinian refugee affairs, assist them, secure their various needs, help them find suitable jobs and propose the procedures necessary for stabilizing their status in the present and the future. Three institutes are affiliated with GAPAR: Martyr Abdel Kader Al-Hosini Institute for Female Orphans, Martyr Saeed Al Aas institute for Male Orphans and Martyr Basel Al-Asad institute for Women Occupations and Arts. UNRWA operates with GAPAR in coordination with the UNICEF to build the capacities of teachers and develop the educational process through the child-friendly school initiative, which is the subject of this evaluation.

3. Objective of the Evaluation

The Child-friendly School initiative has been implemented, through a joint cooperation program under the auspices of the Syrian Arab Republic in Syria's 118 UNRWA schools and the three GAPAR institutes with the aim of enhancing the quality of education in the UNRWA schools and GAPAR institutes by achieving the following objectives:

- Improving administration of the school so that it can provide an environment that can protect the child, in cooperation and interaction with the school and parents;
- Improving the physical and educational environment of the school in order to provide an atmosphere conducive to the learning process;
- Creating a positive learning atmosphere free of physical punishment;
- Creating a gender-sensitive environment within the school ;
- Developing children's cognitive abilities and encouraging them to be involved by improving pedagogic approaches and using active learning techniques;
- Promoting community involvement with the aim of providing a support network for the expansion of the educational process.

The Child-Friendly School initiative included ten criteria to achieve its objectives:

- The student is the core of the learning/education process
 - The teachers are qualified and equipped with the skills and expertise.
 - Providing the students with a space to play.
 - Using play during classes.
 - Maintaining the cleanliness of school facilities.
 - Encouraging cooperative activities
 - Using educational and learning aids.
 - Placing importance on physical education, musical education, arts and crafts activity classes.
- The impact of education is reflected on the students' daily live.
- All students of both genders are treated equally without any discrimination for any reason.

The objective of the evaluation process is to learn to what extent the objectives and criteria of child-friendly schools are being achieved in UNRWA schools and to learn how to further develop the initiative. The criteria can be considered according to the model demonstrated in the following table:

Table (4) criteria of Child-friendly Schools in terms of: philosophy, overview, requirements, activities and applications

Content	Criterion	Item
<p><u>Criterion 1 addresses the student as the core of the educational process</u>, a philosophy that seeks to activate the role of the student so that the educational process is directed towards learning. In other words, for the student to learn how to learn on their own. A student learns on his/her own, from peers, from the activities s/he participates in during learning, or from alternative sources of knowledge.</p> <p><u>Criterion 10 which is related to equality and non-discrimination</u> contributes to the provision of safe environment in which the student can be active with the assurance that s/he is wanted and is not being discriminated against and receives all his/her rights. The appreciation of such factors consolidates the meaning and value of justice for the student and encourages students to be involved without hesitation.</p>	Criteria ,1 10	<u>First:</u> <u>Philosophy</u> <u>and</u> <u>Overview</u>
<p><u>Criterion 2 addresses the technical requirements</u> in terms of providing a qualified teacher who can manage the teaching process in order realize the declared philosophy.</p> <p><u>Criteria 3 and 5 outline the atmosphere and physical requirements</u> in terms of providing spaces for play and maintaining cleanliness.</p> <p><u>Criteria 4, 6 and 7</u> address the classroom activities undertaken by students which make the classes more effective.</p> <p><u>Criterion 8 addresses the activities practiced outside the classroom</u> during physical education, musical education, and arts and crafts activity classes and other educational activities.</p> <p><u>Criterion 9 addresses student's activities outside of school</u> in his/her daily life. It represents a new opportunity to learn from the surrounding environment itself. Further, these practical activities are transformed and reflect what</p>	Criteria 2,3,5 Criteria 4,6,7,8 Criterion 9	<u>Second:</u> <u>Requirement</u> <u>s</u> <u>Third:</u> <u>Activities</u> <u>Fourth:</u> <u>Applications</u>

is being learned in school (relating the curriculum to practice and integrate the student with the society). It is the criterion that reflects (and measures) the impact of learning .		
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The objectives of the evaluation process can be measured by looking at five areas; the relevance of activities adopted by the program with the criteria and objectives ,efficiency , effectiveness, impact and sustainability .

Relevance

To identify the extent of the relevance of training conducted by UNRWA in adopting the Child-friendly School criteria and objectives in terms of: use of teaching and learning methods by teachers which are relevant to the child-friendly school; to what extent they apply the ten criteria, punishment alternatives; and to what extent they have contributed to lessening dropout rates.

Efficiency

Is the cost of training teachers and supervisors (effort, time and available resources) in proportion to the results?

On the other hand, are the available resources adequate to the needs of the target group? And do they meet the requirements of the ten criteria related to the Child-friendly School?

Effectiveness

To what extent does the implementation plan align with the achieved results?

Impact

What impact has the training had on the improvement of the teaching and learning process? What concepts have been acquired by teachers, students and parents involved in the schools implementing the program?

Sustainability

Are the results achieved by schools established and ongoing? Can these results sustain even if the project funding ends? What are the skills acquired at the individual or group level that would continue? Can the acquired skills improve the quality of the target group on a continuous basis?

4. Research Methodology

The evaluation adopted a mixed approach of quantitative and qualitative techniques. The following research approaches were employed.

Qualitative methods:

- In-depth interviews
- Focus group discussions
- On site observation

Quantitative methods:

- Questionnaire
- Secondary data analysis (statistics)

4.1. Qualitative Research Tools

In-depth interview questions with: GAPAR representatives, school principals and a teacher.

Focus Group Discussions questions with: UNRWA staff, teachers, parents and students. The interviews included dialogue about the key dimensions of the Child-friendly School program evaluation process. (See: Appendix 2 for the individual and group interview questions.)

In-class performance observation form which included performance observations of the classroom in terms of the organization and preparation of the room; the suitability of the classroom to education development; classroom management and class progress; the atmosphere prevailing in the classroom during the class; educational activities conducted by the teacher and students during the class while taking note of any new aspects in the teacher's performance which were based on the various training courses related to the Child-friendly School initiative.

4.2. Quantitative Research Tools

- A questionnaire on the Child-friendly School program. (See: Appendix 3 for the Child-friendly School program questionnaire,)
- School Statistics-1 which aimed at determining the number of students of both genders and success rates by grades (grades 1-9) in the various schools. This form also tallied the educational activities and preparation undertaken by the students involve from the various grades.
- School Statistics-2 which aimed at determining all the training courses that were conducted with the various schools and tallying which ones were delivered to the school administration, which to the teaching staff and which to the supervisors across the various schools and school programs. They can be divided as follows:

- Training courses related to the support of the educational process in general. Namely the following courses: new teacher training, supervision and counseling training and code of ethics training.
- Training courses related specifically to the Child-friendly School initiative. These were: Child-friendly Schools, child protection, child rights, comprehensive education, punishment alternatives and health curriculum.
- School statistics-3 which aimed at tracking the dropout rates as of the beginning of the academic year 2005/2006 through to the r 2009/2010 academic year. (See: Appendix 4 for the school statistics data sheets.)

The above research tools were created to address the five evaluation elements mentioned above: relevance, efficiency, effectiveness, impact and sustainability.

5. Research Implementation

The field work began with meeting with all the relevant officials and visiting all locations between March 7, 2010 and March 18, 2010. The evaluation team was comprised of six members: a team leader, project coordinator, a data entry and analyses specialist, and three field researchers⁵. This team was supervised by the Joint Steering Committee which was made up of the research team and UNICEF, UNRWA and GAPAR representatives⁶. In two sessions, the evaluation team reviewed and revised the research tools to ensure the appropriateness and clarity of the objective of each element of the research tools.

The research team distributed school statistics forms and the project coordinator conducted the data entry of these statistics. The research team distributed the forms to all the schools and collected them after they were filled in. The data analyst conducted the following activities:

- Data entry of the questionnaires throughout the field work period, as well as the questionnaires that were received after the field work had ended.
- Analyzed the data using SPSS software in order to identify the grade of participants' responses in relation to: relevance, efficiency, effectiveness, impact and sustainability.

In coordination with UNRWA and GAPAR the team determined the schools to be visited. The schools were randomly selected from the full list of UNRWA schools according to the following general guidelines:

- The sample was taken from different educational districts (Eastern Damascus – Western Damascus – Central District- Southern District)
- The schools were located both within the refugee camps (both official and non-official) and those situated outside the camps.

⁵ A fourth field researcher "Fairouz Ali" joined the team, as she conducted the visit to the Al-Shaheed Abdul-Qader Al-Hussainy Girls' School on 11th April 2010.

⁶ See Appendix 4: Schedule of Meetings Accompanying Evaluation

- A selection was made of both all-boys, all-girls and mixed schools
- Primary schools, preparatory schools and mixed primary and preparatory schools.

The evaluation team visited the schools that were selected. The achievements made by these schools were identified. Tasks were assigned to the team members in each school to:

- Conduct interviews with: the principal, counselor teacher, school counselor or a teacher.
- Conduct discussion groups with: students, teachers and parents.
- Classroom observation.

In each school, the documents, photographs or videos of school achievements were reviewed.

During the evaluation, the team conducted eight interviews with the representatives of: UNICEF, UNRWA and GAPAR⁷

Table (5) Breakdown of evaluation interviews and related objectives

Interview Objective	No.	Interviews
- To identify: Child-friendly School interventions	4	UNICEF
- To identify: Child-friendly School interventions: UNRWA activities accompanying the program	1	UNRWA
-To identify: Child-friendly School interventions: GAPAR activities accompanying the program	1	GAPAR
<ul style="list-style-type: none"> • Follow up progress of the evaluation • Discuss the preliminary results of the evaluation process 	2	Facilitation Group

After the field evaluation, all documents and literature related to Child-friendly School were reviewed. In addition the information recorded during the interviews and discussion groups all the observations and opinions expressed throughout the various interviews and the results of the quantitative data were analyzed in order to draft the current report.

6. Research Sample

739 participants representing the teaching staff in 119 schools filled in the questionnaires⁸, distributed as below:

⁷ See Appendix 4: Schedule of Meetings Accompanying Evaluation

Table (6) research sample breakdown by teachers and school administration personnel

Rate to the original community	Rate in the sample	No.	Group
		247	Male teachers
		479	Female teachers
%27.9	98.5	728	Male and female teachers
%9.2	%1.5	11	School Administration Personnel
%27.1	100	739	Total number

As indicated in the following table (7), the evaluation team visited 12 schools⁹; 3 schools for boys (25% of the total schools visited), 5 schools for girls (41.7%). These proportions approximate the ratios in the original population where girls' schools represent 48% of total schools (as indicated in Table 3 above). The evaluation interviews were distributed as shown below: Eastern and Western Damascus districts, making up 66.6% of all schools visited. Again this ratio approximately reflects the ration among all schools in the original community as 69.5% of UNRWA schools are located in Eastern and Western Damascus districts (as indicated in table 2 above).

Table (7) breakdown of the schools visited by districts, gender and educational stages

Educational Districts	No. of Schools		Gender			Educational Stage			Inside/outside camp		
	No.	%	Boys schools	Girls Schools	Mixed Schools	Primary Schools	Preparatory Schools	Primary and Preparatory schools	Inside camp Official	Non-official	Outside camp
Eastern Damascus District	4	33.3	1	3		1	1	2	1	1	2
Western Damascus District	4	33.3	2	1	1	3	1		2	2	
Central District -Hims	2	16.7		1	1	1	1		2		

⁸ These represent all UNRWA schools (118) and the GAPAR institutes

⁹ 11 UNRWA schools were visited, as well as the Al-Shaheed Abdul-Qader al-Hussainy GAPAR school which is a total of 12 schools.

Southern District -Deraa	2	16.7			2	1	1		1		1
Total	12	100	3	5	4	6	4	2	6	3	3
%			25.0	41.7	33.3	50.0	33.3	16.7	50.0	25.0	25.0

As for the percentages of schools that were visited by location: 33.3% of schools were in official camps; 50% in unofficial camps; 25% of the schools were outside the camps. Again, all these ratios are close to the ratios of the original community ratio of 36.4%, 40.7% and 22.9 respectively¹⁰ as indicated in table 2 above .

During these field visits and according to this table, interviews were conducted with 17 participants including 12 principals (4 male principals and 8 female principals), a teacher, two female counselor teachers and two female school counselors.

Table (8) breakdown of the interviews conducted during the field visits

	Princip al	Teache r	Counse lor Teache r	School Counse lor	Total	%
Male	4	1			5	29.4
Female	8		2	2	12	70.6
Total	12	1	2	2	17	100
%	70.6	5.9	11.8	11.8	100	

As indicated in the table below, during the field visits:

- 16 discussion groups were held with the students with 90 male students and 114 female students participating (representing 44.1% and 55.9% respectively).
- 12 discussion groups were held with the teachers with 30 male teachers and 87 female teachers participating (representing 25.6% and 74.4% respectively).

¹⁰ The percentage of UNRWA schools in unofficial camps goes up as there are 28 schools (representing 24% of UNRWA schools) in the Yarmuk schools in South Damascus (an unofficial camp). It is the largest Palestinian camp as its population is 112,550 (representing 26% of refugees in Syria). Even though it is not an official camp, the UNRWA provides it with the same services it provides official camps.

- 11 discussion groups were held with the parents¹¹ with 20 men and 87 women participating (18.7% and 81.3% respectively).

Table (9) Breakdown of the discussion groups held during the field visits

With parents			Discussion Groups	With teachers			Discussion Groups	With students			Discussion Groups	No. of schools
No. of parents		Discussion Groups		No. of teachers		Males		No. of students		Girls		
Total	Female		Male	Total	Females		Total	Girls	Boys			
107	87	20	11	117	87	30	12	204	114	90	16	12
100	81.3	18.7		100	74.4	25.6		100	55.9	44.1		

Classroom observations were made in: four regular classes, one classroom of students with learning difficulties¹² and one observation class¹³.

The preceding information shows that gender was taken into consideration over the course of the evaluation. Of the schools visiting 41.7% were girls' schools as compared to 25% boys schools. In addition, females made up 66% of the research sample and 66.7% of the in-depth interviews. As for the focus group discussions 55.9% of the student groups were made up of girls; 74.4% of the teacher groups were female teachers; and 81.3% of the parent groups were women.

7. Evaluation Results

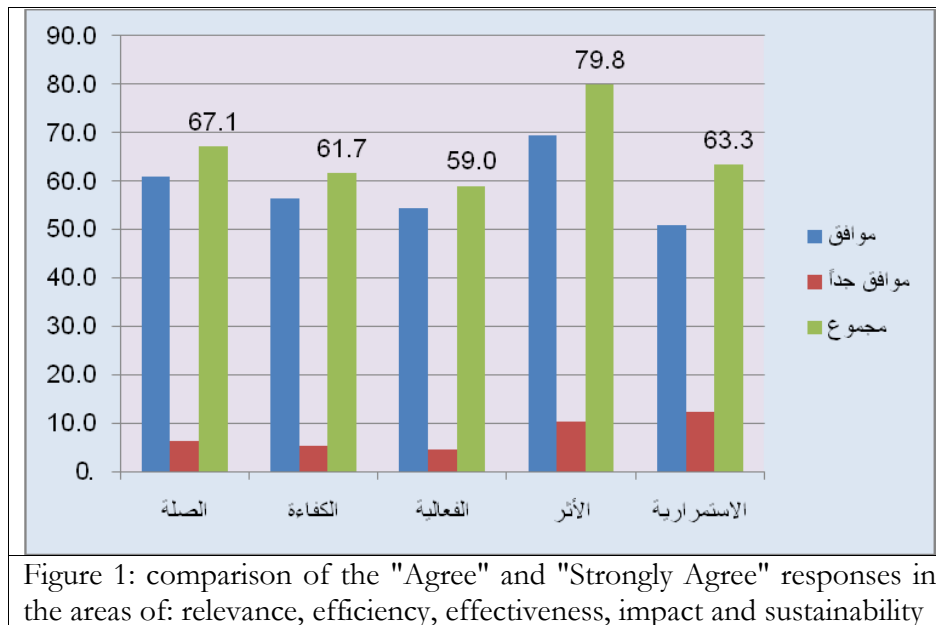
The evaluation aims to identify the achievements made by the Child-friendly School initiative as managed by UNRWA and GAPAR in cooperation with UNICEF, within the framework of the achievements made according to the initiative's ten criteria and in relation to the: relevance, efficiency, effectiveness, impact and sustainability. These will be discussed in the evaluation results.

¹¹ There were no meetings conducted with the parents of the students of Al-Shaheed Abdul-Qader al-Hussainy Girl's School (a GAPAR institute) as the girls live there permanently due to the school's distance from their homes.

¹² Some UNRWA schools dedicate a class for students facing difficulties in class, usually given at the end of the school day or on the weekend, and deals with basic reading and math skills.

¹³ The UNRWA schools hold what are called "observation classes" where a teacher conducts a class while being observed by a group of other teachers. After the class the teachers discuss what they observed as a means to exchange experiences and lessons-learned.

After reviewing the questionnaire results in relation with the above five evaluation areas the results are indicated as below.



It is clear from the above that all responses in all areas were generally positive and mostly varied between "agree" and "strongly agree". The results in relation to relevance efficiency, effectiveness, impact and sustainability are 67.1%, 61.7%, 59.0%, 79.8% and 63.3% respectively. The responses are all positive, yet the responses related to the impact are a little higher than the other areas as it most directly expresses the tangible results of the child-friendly school initiative today. The lowest rated criterion was "effectiveness" because in most cases the results were due to positive initiatives and preparations taken and not from the plan which was drafted in the context of the initiative. This will be demonstrated in the following discussion of all the criteria.

7.1. Relevance

This criterion identifies the following elements: the relevance of the training courses which were offered with the adoption of child-friendly school criteria, punishment alternatives and minimizing dropout rates, identifying the extent of the relationship between the trainings officered and the implementation of the measures, ; and identifying to what extent the child-friendly schools objectives were clear to all the parties. According to participants' responses in the questionnaire regarding the clarity of such objectives, and according to the following figure, it was concluded that: 87.7% and 88.6% of participants responded either "agree" and "strongly agree". These percentages are higher than the responses given regarding the extent to which the objectives were clear to students with 67.7% of the responses being either "agree" or "strongly agree". At 50.5% the objectives of the CFS initiative were least clear among the parent group.

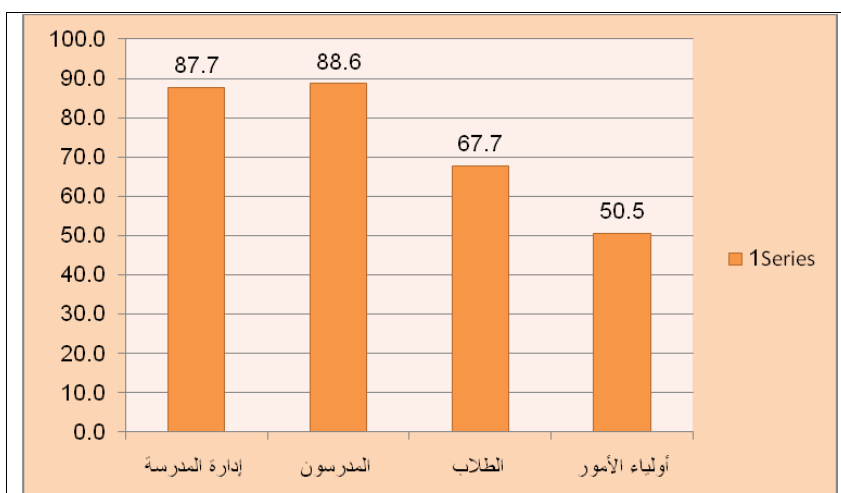


Figure 2: The clarity of CFS objectives among school administration, teachers, students and parents

Parents	أولياء الأمور
Students	الطلاب
Teachers	المدرسون
School Administration	إدارة المدرسة

These results reflect the benefits gained from the training courses which were delivered to the teaching staff compared with the training courses delivered to students and interviews conducted with the parents

In order to further clarify CFS objectives to students, it is necessary to expand the Child Rights and Civic Education activity groups, which are groups made up of students who have an awareness of their rights. This is in addition to undertaking activities which are related to children's rights and spreading the understanding of rights among their peers. Teachers can also contribute by extracting all the sections of a lesson which have to do with rights and sharing these through local workshops (according to classes or subject), instead of leaving the matter – as is currently the case – up to the individual efforts of the teacher according to his or her own personality abilities. During these workshops teachers can also outline certain activities and practical applications which can accompany class lessons (a realization of Criterion 9).

Schools continue to be greatly in need of further emphasizing the importance of education and the objectives of the initiative to parents. This necessitates that UNRWA in cooperation with the schools prepare a Awareness Raising Program for Parents which could address the following issues: education, the objectives of the CFS initiative, child rights, as well as giving parents the opportunity to voice their suggestions. In addition, there could be a special awareness-raising campaign on child protection which highlights the following points taken from the interviews:

- "Many fathers have more than one job in an effort to meet living demands and therefore do not have time to follow up with their children." – Male teacher
- "The parents of the students who excel are involved and come to school in order to ask about their children. And the parents whom we want to come to school to follow up with their children, don't." – Female teacher
- "In one class 40 of the parents did not complete their school, and therefore cannot follow up with their children. The matter becomes more difficult when dealing with English lessons." – Female teacher
- "Some of the mothers can't read, and so they can't read the memos we send home to them about their children's performance." – Female teacher
- "Sometimes some of the students come to school late because their parents don't take care to bring their children to school on time." – Female School Principal

This is where the Parents Awareness-Raising Program could include classes for mothers to inform them and to combat illiteracy, as the mothers usually tend to be more diligent in following-up with their children. Improving their educational and intellectual level will help them to better follow up with their children.

Training courses in general help realize the goal of having a teacher who is qualified and with the appropriate skills and expertise (second criterion). As regards training, UNRWA has a team that is responsible for training the teaching staff under the tutelage of specialized team members. Training begins with lesson planning for all the new teachers who work at the school but did not receive teaching qualifications. This includes:

- Teachers going to the UNRWA educational development center once a week for three hours throughout the academic year.
- Teachers going to the center for three consecutive weeks during the summer holiday.
- Each teacher spending 120 education hours to study: general education, psychology, methodology (according to the specialization of every teacher).
- Each teacher must pass three exams and submit a research report.

This prep course is followed by on-site training in a school where an experienced teacher assumes the task of preparing the teacher for his/her educational duties within the school. Further, "class observations" (which are referred to above in the "research sample" observations) are regularly held to ensure the continuous exchange of educational expertise among the teachers. Such preparation improves the educational efficiency of the teacher and represents the basis on which training courses related to child-friendly school are built. The educational research project submitted by new teachers can be exchanged for a practical project that can be applied locally and which translates what the teachers have studied over the course of the training hours. A teacher should draft a report about

es	Co urs es	es		es	Cours es	es	s	es	Cours es	
						157	4	240	12	2004
						Same trained categor y	4			2005
100	4					100	5			2006
280	11	325	12			182	8	240	16	2007
181	8	422	8	84	4	289	16	300	7	2008
						62	3			2009
561		747		84		790		780		Total
20.8		27.7		3.1		29.3		28.9		%

In addition to the remaining courses such as comprehensive education, learning difficulties, guidance and counseling, code of ethics and health curriculum .

The achievements of Training Courses:

Training courses are based on three main axes:

- Creating a new pattern in the teacher/student relationship
- Creating a new and a more interactive learning approach
- Solving the learning process problems

By reviewing the first axis (teacher/student relationship) we find that violence has dropped. The school treats students in a friendly manner which results in an atmosphere of closeness between the school and the student. The teacher takes care of the students and the students appreciate such care. The students now love the school, which is evinced by the below statements:

- "When we came to the school at the beginning of the year our teacher threw us a party" – Female Student¹⁴
- "We love the teacher because she loves and respects us and treats us in a friendly manner. If any of us makes a mistake the teacher does not punish her, yet, she tells her not to repeat the mistake" – Female Student

¹⁴ From a focus group discussion with the female students.

- "We feel like one family with the teacher" – Female Student
- "The school administration knows every single student in the school" – Parent
- "The students stay in touch with the school even after they graduate" – Female School Principal
- "The teachers volunteer their time outside the official working hours to help the students study and learn" – School Principal
- "The students now feel that the school is not just a place for education, but it's a place for life in general" – Female Teacher
- "The students now involve us in their personal life and their problems" – Female Teacher
- "We love school more than we love our home" – Male Student

Most schools have become free of violence; but there are some schools in which violence continues to be practice, especially in the schools for boys. Furthermore, receiving praise (or having a good relationship with the teacher) sometimes depends on the educational excellence of the student, which can compromise the principle of all students being treated equally (the tenth criterion).

- "The teacher does not use any violent means. However some teachers tend to make a lot of threats, and some of them are very irritable and use harsh language" – Male Student
- "The relationship with the teachers depends on the excellence of the student" – Male Student

If rewarding is based on the student's educational progress and honoring the excellent students, then the circle of praise should be expanded to include, for example, students excellent in drawing, sports, crafts, meal preparation, tree planting, reconciliation and guidance of colleagues, expressing the viewpoints of colleagues, counseling, story writing, poetry reciting, acting, music, carrying out an activity with the local community and others.

By reviewing the second axis (a new and more interactive learning approach), the questionnaire indicated that 82.9% of the students' responses were "Agree" and "Strongly Agree" to the point that the "child-friendly school" program contributed in involving the students in the progress of the educational process. At this point, we find that the teachers introduced many new methods that involve the students in the class. Furthermore, the schools expended the use of puppets and some teachers created a small puppet theatre within the class that is used by the teacher or the students, adding joy and excitement to the lesson. Teachers also produced many aids that help them in the class dynamics (seventh criterion), such as the exercises prepared beforehand by the teacher with

different degrees of difficulty and using them in the class. Students practice curriculum activities as they work in groups (sixth criterion) and participate in illustrating some parts and asking questions instead of the teacher, they also engage in role playing and reciting (fourth criterion):

- "The program's training workshops helped us to combine our original methods with new ideas. This helped us raise the standard of learning and enabled us to explain things in different ways that help the students comprehend and understand in a better fashion, which in turn raises their educational standard" – Male Teacher
- "The training workshops showed us how to plan the lesson in a way that engages the students and encourages them to participate" – Male Teacher
- "We now use toys and games as a means of education, and we try to diversify the means of teaching inside the classroom" – Male Teacher
- "The teacher tells us many interesting stories and uses puppets in illustrating the lesson so we understand it well" – Female Student
- "We participate with the teacher in explaining the lesson and posing questions, and we role play" – Male Student
- "We encourage teamwork by asking the students to complete a specific task together as a group, such as working on the class bulletin boards. We also engage in active learning during which we conduct many group activities such as role playing. For example, in a science class we held a role-playing activity of a doctor and a patient to demonstrate some information related to illnesses" – Female Teacher
- "The students review the lesson beforehand and prepare questions for the class. We also don't present the information in a straightforward manner, instead, we ask the students themselves to outline the key points from the lesson, and we use that outline to explain the rest. This helps the students gain a better understanding" – Male Teacher
- "Sometimes we ask the students to develop model exam questions. We ask them to choose a set of questions that should be included in the exam. This strengthens the student's relationship with the school and makes them feel they are part of the educational process" – Female Teacher
- "We have several learning aids such as computers, books, magazines, and CDs. We also prepare bulletin boards and conduct research, and this makes us more able to comprehend and learn, in addition to changing the atmosphere of the classroom as it is never boring" – Female Student

However, sometimes teachers follow the traditional method:

- "Some teachers still recite the contents of the text book as opposed to discussion and dialogue which are adopted by other teachers" – Male Student

In order to minimize the recitation aspect of teaching a lesson, it is important in active learning for teachers should be trained on how to turn all lesson elements into activities. These activities are carried out by ever single student, or by groups of students, or by the teacher and students.

By reviewing the third axis (dealing with learning difficulties), we find the problems of poor achievement level and dropout, and the poor achievement level is one of the dropout factors. Here the school dedicated special efforts to handling learning difficulties. Some schools coordinate with the school counselor by dedicating some classes for the students of weak achievement to learn writing, reading and math. Some of these classes are held on the weekends or holidays. Sometimes, they are held for the entire classroom when there is a general problem in understanding a lesson.

- "Teachers help us to understand our lessons and they do not get paid for the extra classes. They want to improve our learning level. We have extra classes on Saturday for weak students to improve their learning level" – Male Student

Perhaps the extensive use of weekends to hold classes for learning difficulties will help the school to work with the weak students without having to deprive them from some activity classes. In some schools, the physical education classes are replaced with math classes (which compromises the adoption of the eighth criterion).

It is proposed to consider the possibility of opening the school after the school day hours as "studying sessions" for the students who do not have proper studying places in their homes. Volunteers from the local community, especially the youth can cooperate to run such educational experiences if they are included in the educational plan of the school.

The dropout rate is falling in the UNRWA schools, especially in the urban areas, and it rises a little in the rural areas. Most of the dropout cases are among girls. Here the school administration dedicated efforts to working with the family. Supervisors meet the family to reach an agreement to send the dropped-out girls back to school. The administration may have to inform the official authorities who obligate the families to re-enroll the students otherwise they sue them. The dropout rate reached 1.8% last year and it increased this year to 2.47%. Hence, the school needs to include in its social plan awareness raising campaigns to re-enroll the students who drop out. Such campaigns should be launched in the summer, and the youth (and may be school students) can participate in such awareness raising campaigns.

7.2. Efficiency

Efficiency is based on two elements: the proportionality of the cost of training courses and the level of effort with the results, and the proportionality of resources with the needs and criteria.

By reviewing the first element (cost of training courses and exerted effort with the results) we find that the average cost per trainee is \$13 a day (see appendix 6 regarding the child-friendly school workshops). This should be compared to the outcome and results indicated in the "relevance" items above. We find that they include results related to the following:

- New concepts about child rights
- New teaching and learning approaches

Such concepts and approaches resulted in a positive atmosphere in the school, renewed activity in the classroom, motivation of the teacher and new ideas that can overcome the boredom and routine in the educational process, making the school friendly to both the student and the teacher and desirable by both of them. However, two things are remaining:

1- Not all teachers, or not a sufficient percentage of them, received any of the proposed training courses. As indicated in Table 11, the number of those who were trained on child rights did not exceed 28.9% of the total teaching staff. The same thing applies to the training courses of the child-friendly school, active learning and punishment alternatives with percentages of 29.3%, 27.7% and 20.8% respectively.

2- "The training courses are theoretical. They will be more useful if they include practical applications." This is a statement made by some teachers. This implies that trainings should focus on communication concepts and theoretical frameworks for the best interest of the student and the educational process.

Therefore, the trainings need the following:

- "Principals or supervisors should be involved in all the training courses so that they can follow up with the teachers who finished training, or they should be notified of the training courses so they are able to play their designated roles" – Supervisor.
- Courses should be held locally and for longer durations so that a bigger number can benefit.
- The courses should include practical applications
- Follow up workshops should be organized, such as meetings to "activate, follow up and exchange experience".

- "We need more specialized training courses" – Teacher.

In addition, all the training courses can be combined to create a new model of trainings for “child-friendly schools”, taking as an example UNRWA expertise in the educational preparation of new teachers. All these trainings should be given to new and working teachers as part of a set schedule. This can be in addition to designing meetings for activation, follow-up and exchange of experience regarding the training courses. The training courses should be conducted locally for the teachers of the same specialization (whether they teach the same curricula or supervise the same activity groups). Such meetings establish the following:

- Exchange of experience among the teachers.
- Communication of the experience to new teachers.
- Preparation of the practical applications of the theoretical framework of training courses so that the teacher will not assume the burden of interpreting the theoretical concepts of curricula to practical applications alone. Rather, this should be the result of a group effort and creative thinking of all teachers together.

By reviewing the second element (proportionality of the resources with the needs and criteria), the schools exert efforts to meet the students' needs. Furthermore, provision of wide yards, gardens or lightened classrooms facilitates the schools' mission in meeting such needs. Many schools have wide yards and lightened classrooms (fulfillment of third criteria).

- "The school provides heat in the winter, ventilation in the summer and an umbrella in the yard to protect us from the rain" – Male Student
- "The seats are colored and comfortable. We want to fix them ourselves whenever they break" – Male Student
- "We have a garden in the school; we plant it and tend to it. We often receive our lessons in the garden" – Female Student

However, some schools do not have such resources or the classrooms are overcrowded (classroom size can reach up to 40 students). Also, some schools do not have the facilities required to support work in the classroom or to support the activities:

- "We wish to equip and renew the computer lab" – Female Student
- "In our school we need a bigger library and musical tools" – Male Student

This requires identification and provision of the schools' needs of facilities.

Furthermore, all schools (except for six schools) operate two shifts due to the increased number of students (67,000 students) compared to the existing school buildings (59 buildings). This has an impact on the students in carrying out their activities during the school day (and may pose an obstacle to the fulfillment of the eighth criterion). Due to the difficulty of building more schools which would make it possible to operate one shift only for all students:

- It can be considered to have the students practice their activities off the school day or during the weekends.
- Or some rooms can be built, or a small building (wooden) can be built near the school building for the students (from the beginning till the end of the school hours) to practice their activities. Such places can be used to practice all the social activities with the local community members of youth and parents.

7.3. Effectiveness

It is about the concurrence between the plan in place and the achieved results. By reviewing the plan, we find that it addressed the following elements during 2007, 2008, and 2009: child rights, child-friendly schools, punishment alternatives and active learning.

Regarding child rights, the plan addressed the following:

- 2007:
 - Formation and training of three committees in three camps on the child protection concepts and designing a system for examination, referral, reporting and cure.
 - Training 15 personnel in the health, education and social affairs departments on the concepts of child protection and abused children, and handling and designing a system for examination, referral, reporting and cure.
 - Training 15 law professionals from the Wefaq Center on the child protection concepts.
- 2008:
 - Training 1000 parents on the child protection concepts in the target camps.
 - Training 100 (then 1000) youth on the child protection concepts.
 - Carrying out a quick survey about the violence towards children in the homes and schools and dissemination of its results.
 - Building a knowledge base related to child protection issues, and carrying out a study on child labor.

- Applying the concepts of protection-based school in Damascus and its suburbs.

Here we can notice that the plan addresses: dissemination of the protection concept with more than one community group, detection of incidents of violence through a detection system, surveys and creation of a database, and then helping those who have suffered abuse. Consequently, the plan seeks to eliminate the violence phenomenon targeting children, especially girls in the society, mostly within the family (from parents or a brother).

It is ironic that students who are least subjected to violence in the school are the more subjected to violence in the family. The cluster survey study conducted on the camp children in 2006 indicated that "90% of the refugee camp children in Syria at the age of 2-14 have been subjected to one form at least of psychological or physical punishment by their fathers, mothers or other family members, 13.2% of them were subjected to sever physical punishment and that 9.6% of the mothers believe that the physical punishment is necessary to bring up the children. Boys are more subjected to minor physical punishment with percentage of 74.7%, severe physical punishment with percentage of 13.7% against 67.9% and 12.9% for girls respectively" (UNICEF, May 2008).

- "We still face difficulties with the parents in the way they deal with the children, and in their inability to understand the change in teaching methods and the relationship with the children" – School Principal
- "The prevailing culture is that children should always listen to adults, for the local community does not encourage children to express themselves freely" – Teacher
- "The students still suffer from violence within the home, and we cannot differentiate between educated and non-educated parents, and sometimes we see the effects of this violence on the students when they attend school" – Teacher
- "Parents are violent with their children, or they hurt them when punishing them for not receiving the full mark in a test, without realizing the psychological effects of this pressure and violence" – Teacher

The proposed plan seeks to raises dialogue with the local community about violence against children outside the school. It involves elements from outside the school to work towards protecting the children. The plan lacked the element of preparing local community leaders that can be responsible for protecting children. Thus, it is necessary to create a committee that represents a community-based entity consisting of parents, community leaders, and schools. This committee should work towards supporting and developing the learning process, as well as spreading the culture of non-violence with children, and protecting the children from potential abuse.

The plan may gain strength from institutionalizing the role of the community in managing the school plan (more on this later under “Recommendations for the school plan”). This could enable the administration and supervisors, in cooperation with the community leadership, to play a general role in raising awareness and spreading the culture of child protection, as well as a specific role in helping the cases that were subjected to violence among the school's male and female students. Students can also participate in this awareness through their educational activities, similar to the role students played in some schools in smoking bans or cleanliness campaigns.

With regard to the child-friendly school the plan addressed:

- In 2007: Application of the child-friendly school criteria in 65 schools, training of 20 educational supervisors, 12 educational counselors and Saeed Al-Aas, Abdel Kader Al-Hosini and Al-Basel institutes.
- In 2008: Application of the child-friendly school criteria in 119 schools, Saeed Al-Aas, Abdel Kader Al-Hosini and Al-Basel institutes.
- In 2009: Evaluation of the application of child-friendly school and active learning in 119 UNRWA schools and three GAPAR institutes

The plan resulted in the results indicated in the previous items "relevance" and "efficiency". As to the evaluation of application, it requires the adoption of an indicator to measure the achievements of the criteria and monitoring of the outcomes of the activation, follow-up and exchange of experience meetings, which should be part of the child-friendly school plan. However, this should be accompanied with measuring the extent of advancement made by the school in achieving the criteria, and the schools (school administrations, teaching staff, students and involved local communities) that achieve the desired progress in realizing the criteria should be rewarded.

With regard to alternatives to punishment, the plan addressed:

- In 2007: training of 300 teachers and school principals from the GAPAR and UNRWA on the punishment alternatives and behavior modification.
- In 2007: training of 20 teachers and educational supervisors from the GAPAR and UNRWA on the punishment alternatives and behavior modification.
- In 2008: training of 200 teachers on the punishment alternatives.

These training courses resulted in minimizing of violence cases within the school and elimination of this phenomenon in many schools. The code of ethics has helped as a frame of reference that is realized and adopted by both the teachers and students. This code of ethics promotes that students' good behavior should be an expression of their enhanced understanding of their responsibilities and duties, not fear from punishment .

It is proposed to change the title of "alternatives to punishment" – because it has a negative implication in the word "punishment" – to "Building the positive behavior". It is also proposed to include the content of such type of training courses in the proposed framework of building teachers' capacities during service as well as during the activation, follow up and experience exchange meetings.

With regard to the active learning ,the plan addressed:

- 2007: Training of 225 teachers on active learning in 10 UNRWA target schools and improvement of physical environment.
- 2007: Improvement of the physical environment of the first primary grades in the ten target schools.
- 2008: Training of 200 teachers and educational supervisors on active learning in the UNRWA and GAPAR schools.
- 2008: Improving the classroom environment for the second grade in the ten target schools
- 2009: Training of the educational cadres of five UNRWA schools and three GAPAR institutes on the active learning skills and life skills.

The training courses on active learning resulted in the contents stated in both items "relevance" and "efficiency" above. The results of training courses on life skills have just begun. It is also proposed to include the content of such type of training courses in the proposed framework of building teachers' capacities during service and the activation, follow-up and experience exchange meetings.

7.4. Impact

This section is about participating in school decision-making mechanisms, the improvement that has occurred in the teaching and learning process, as well as the concepts acquired by the teacher, student and parent.

With regard to the decision making mechanism, the questionnaire indicates that 70.9%, 75.1% and 57.4% gave responses of "Agree" and "Strongly Agree" in relation to the input of students, staff and parents respectively as illustrated in the figure below:

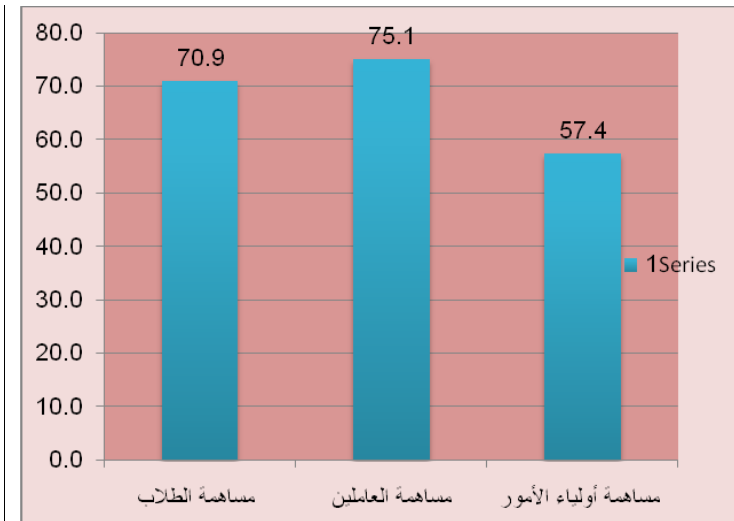


Figure 3: inputs of students, staff and parents in the decision making mechanism in the school

Inputs of Parents	أولياء الأمور مساهمة
Inputs of Staff	مساهمة العاملين
Inputs of Students	الطلاب مساهمة

The students' role in the decision-making mechanism is represented in their role in the student parliament, counseling and guidance as well as the accompanying activities. The understanding administrations and building teachers' capacities contribute in increasing the participation of staff in the decision making mechanism. Furthermore, parents contribute in this mechanism through a limited role on the school board. In the interviews, parents played a minor role in the decision making mechanism .

Improvement in the teaching and learning process can be addressed through the impact on the general atmosphere of the school. We find that the schools have exerted efforts to develop the general appearance of the school. The local community helps the school by providing it with highly artistic wall murals, tree planting in the yards or building fountains. Schools were decorated by wall murals painted by students. Some schools pay attention to cleanliness and general appearance of the school and the classrooms as well as using all the available resources. Some of the activity groups (such as the health group) supervise the cleaning of classrooms and sometimes they inform the administration of the places that needs to be cleaned (such as the classrooms, yards or toilets).

- "The administration repainted the entire school and renewed the seats, making the school more attractive and comfortable. The new appearance of the school attracts us to go there" – Male Student
- "The morning assembly in some schools is active and refreshing where music and rhythm are used. The morning assembly helped to overcome the problem of students coming late in the morning. All students make sure to come early to participate in the morning assembly show" – School Principal.

- "We conduct many activities such as field trips, painting, contests, and we participate in the summer camp at school" – Female Student
- "There is no garden in our school so we grow the plants in flowerpots" – Female Student
- "Students are getting ready to grow plants on the roof in order to increase the green area in the institute" – GAPAR Official

Concepts learnt by students are learning and teaching of rights, as well as practicing rights and responsibilities. The schools exhibit in all areas and in clear locations the convention of rights of the child, the mission statement and vision of the school and the code of ethics as a kind of balance between the declaration of rights and exhibition of duties. The administration ensures a safe general atmosphere for the students as one of the marks of the child-friendly school.

- "The teacher includes the child rights in the curriculum and the students conclude them from the lesson" – School Principal
- "We are aware of our rights as children. We study them as lessons in the classes and our school is a child-friendly school" – Male Student
- "We want to learn more about the child rights because they are our rights. We want our fathers and mother to learn these rights" – Female Student
- "There is a complaint box in our school. We do not feel there is anything missing in the school, but if we feel that we need something we ask the teachers and they help us to get what we want. The teacher gives us a note to write our opinion in the school program. Often, they consider our opinions in modifying such programs" – Male Student
- "The UNRWA administration sent a written decree stipulating not to practice any form of physical or psychological violence against the students. The teachers signed the decree which makes it a mandatory obligation" – Female School Principal

With regard to the practicing of rights and responsibilities, in the atmosphere provided by the school, students now have an increasing role within the school. They receive and welcome the guests, ask questions, visit the school administration without fear and practice their activities freely within the school and perform their duties and roles.

- "The diligent students help other students" – Male Student
- "We have become used to contributing so that the underprivileged students can come with us on field trips" – Male Student

- "Now I have the right to declare my opinion at home as I declare it in the school" – Female Student
- "Students try to resolve disputes among their colleagues and we help them if they ask for our intervention" – School Counselor.

The concepts learned by the teaching staff members is the evolution of the goal of the educational process from merely memorizing and passing exams to learning for the purpose of developing the students' cultural and intellectual standard. There has also been a strong response to the concept of child rights and an attempt to invest this concept in favor of the educational process. The percentage of teachers who were convinced of the importance of not practicing violence was initially low, and then it began to increase with practice and follow-up. Teachers started to realize the effective role of dialogue and the importance of researching the reasons of problems and reflecting the solution, as opposed to reflecting the punishment.

- "Poor students need follow-up instead of punishment. We need to figure out why they are performing badly so that we can help them" – Teachers
- "The program re-trained us as mothers, before even re-training us as teachers" – Teachers
- "The trainings helped us build our personal capacities" – Teachers
- "The mode of learning changed for the children. In the past it used to be only about memorizing to pass the exam, but with the child-friendly school project this changed so that learning has become about developing the cultural and intellectual standard of the students by involving them in the teaching process" – Teachers
- "After the courses we received we started to know the non-violence culture and the idea of punishment started to disappear" – School supervisor
- "Dialogue and the right word at the right time achieve results that are more effective than any punishment" – Principal

Yet, some remain unconvinced by the effectiveness of not using harsh measures with the students, believing that this would lead to the students neglecting their studies:

- "The students no longer have any fear, and they can do whatever they want because they know nobody will punish them" – Male Teacher
- "The alternatives to punishment are not always effective" – Female Teacher
- "The only future our kids have is through education. What will happen if we are lax with them and they neglect their studies? We are afraid that this will affect their educational standard, and thus we'd be harming their future" – Male Teacher

Here we must make use of those members of the educational entities that have succeeded in moving past the barrier of punishment and fear and have managed to build positive relationships with the students. It is important to transfer these experiences to the teachers who are unconvinced that alternatives to punishment can be effective. In this area it may be useful to take our previous suggestion (under “Effectiveness”) to replace “alternative to punishment” with “building positive behavior” so that the concept shifts from one of searching for ways to control the students, to one focused on building a healthy enabling environment in the school and good behavior in the students. This entails outlining the attributes of positive behavior, the factors that help reach this behavior and how they can be enhanced, and the factors that prevent us from reaching this behavior and how they can be overcome.

The concepts learned by the parents are still less powerful than the concepts learned by the teachers. However, a relationship has been established between the parents and school on which we can build to form the positive concepts. The school was involved in many family problems, whether problems with violence or problems that affect the study of the students. The school managed to find solutions to these problems many times. The school holds an awareness-raising meeting once or twice a semester (there are still few meetings that are not enough to discuss and build new concepts). Often, the parents are surprised that the school does not practice violence, but by following up the experience and watching the achievements of their children some parents started to learn new concepts. Furthermore, parents contribute in meeting the school needs, as the local community has in some schools contributed in providing the schools with artistic murals, tree-planting, and building fountains for the schools.

- "Violence does not solve anything. It may lead to a temporary solution. However, safety and dialogue lead to the everlasting solution" – Parents
- "The local community prepared the school rooftop to become an area of extracurricular activities for the students during their spare time" – Teacher
- "The local community contributes to the financial support of some students. It also cooperates with some female students in helping them graduate from high school after they pass the ninth grade" – Teacher

What needs to be considered is how to involve the parents (or their elected representatives as in the student parliament) in the decision-making and support of the school action plan. The school can also involve the parents in awareness and parental educational programs which can contribute in involving the parents in school activities and school life, invest their capacities and expertise in supporting the school's programs and raise their awareness regarding education, child rights, health and environment.

7.5. Sustainability

It is about the persistence of results attained by the school and it is summarized in the acquired skills. It is asking the question: Can they continue and support the improvement of the educational process?

With regard to the acquired skills, the teachers – through the trainings – have achieved new levels of understanding the students, and in dialoguing with them and building a relationship of trust and mutual understanding. The trainings also helped them gain new skills in teaching methods that simplify information and energize the class.

- “We have open channels of dialogue with the students, and we take care to listen to their problems and thoughts. We also make sure that the relationship between the administration and the students is in a state of constant dialogue, and we often stop during the class to discuss an issue that is of importance to the students, even if this is outside the class hours” – Teacher
- “We sometimes couldn’t understand some of the psychological problems of the students or how to deal with them. The training came to expand our horizons which enabled us to understand and help solve these problems” – Teacher
- “We have begun working on reinforcing the positive qualities of the students, rather than always focusing on the negatives” – Teacher
- “We find that the educational activities and exercises within the class provides us and the students with an opportunity to enjoy the learning process. These are skills we have gained and will continue to use” – Teacher

Some of the schools continue some activities even after the funding stops.

- “The school has continued to hold the summer camp for 5 years even after the UNICEF stopped funding it after its first year” – School Principal
- “Our trained staff take on the responsibility of transferring their skills and experience to the new staff who have not received training” – School Principal
- “We now have the idea and we can implement it and sustain it. But the learning and educational process needs follow-up and support, as well as training of those who haven’t been trained or exchanging experiences with those who have” – Teacher
- “It is enough for one of us to have a new idea for that person to work on spreading it among all the teaching staff” – Teacher

The students also possess many skills that the school trained them on or provided them with the space to practice. Many students have an artistic sense in drawing that is reflected in many wall murals painted by the students. They are highly artistic paintings. Many students also have writing skills whether writing about a specific topic, or writing a story or play. Some of them started to write poetry. Visits paid by artists to schools motivate the students to develop such skills, for the students have the ability to express themselves. Here it may be useful to document the artistic productions of the students (perhaps in booklets) that would portray their achievements and creativity. The schools could also turn to local artists and other cultural figures in directing these creative productions.

Many activity groups were formed within each school, at average of 20 students in each group, such as the health, environmental protection (which is often combined with the health), student parliament, guidance and counseling, cultural groups, school broadcast and discipline.

Some of these groups were formed through elections among the students such as the student parliament and guidance and counseling groups. The first group contributed in building student capacities in expressing themselves and the capacities to hold dialogues, conversations and negotiation with the school regarding the student needs. It is the focal point between the students and the administration.

- "The student parliament is a step in training the students on practicing democracy" – School principal
- "When the student parliament has suggestions I discuss them with the students, and oftentimes I carry out such suggestions. For example, the parliament requested that we change the examination schedule per the student's needs, and after discussing their request with them, we changed the schedule" – School principal
- "The parliament succeeded in adding 'drama' as a school activity. The plays presented by the students through this activity have received widespread support from the parents and increased their attachment to the school" – Teacher

The guidance and counseling group works among the students and demands that the students take on various roles. This teaches them many different skills such as problem-solving among the students, focus on ethics, organize the students in the yard, interfering in the disputes created between the students and calling upon the counselor to interfere, guiding students, fixing signs that promote love of school, helping students to cross the street safely outside the school, arranging the line at the cafeteria and closing the water taps.

The health group follows up on school cleanliness, general appearance, hair and nail trimming, washing hands with soap, environmental protection and supervising the selling of food items at the school cafeteria.

Some schools have other groups: such as drawing, theatre, and choir and sports teams. Often, these groups participate in festivals and contests with other schools. The activity groups managed in some schools to carry out some community projects such as: "Jerusalem, the capital of Arab culture", tree planting, cleanliness and smoking bans.

- "There exists within our schools students who are talented in music, drawing and sports, and they need our care and support" – Teacher
- "The school now practices activities and contests which are attended by the parents. This encourages us a lot. Some artists watched our theatre productions which encouraged us and gave us self-confidence to perform in front of them without fear" – Male Student

- “We met a poet in our school and this motivated me to study poetry” – Female Student
- "We have a Dabka band and they need support" – Female Student
- "Last year, we planted trees in the city on Earth Day" – Female Student
- "When the H1N1 virus emerged we invited the parents and illustrated to them how infection is passed and how to be protected against such disease" – Male Student
- “These student groups are necessary to translate our plans and regulations from mere words to action” – Teacher

However, there is no specific time dedicated to forming student groups, and all activities depend on the students’ initiatives which stem from through a positive atmosphere in the school. The student parliament or guidance and counseling groups have limited opportunities to meet with the supervising teacher:

- "The group meets once a month" – Principal
- "We meet once a month so we do not have enough time" – Student
- “We don’t have enough free time to converse with the students outside the classroom” – Teacher

To ensure the activation of acquired skills and sustainability, it is proposed to have a system in place for the student activity groups and to include the program and action plan of each group in the educational plan of the school. The plan of each group should include the activities which they can perform within the school and the plan they execute outside the school such as the camps, meetings and community projects.

Activity groups can be formed for the activities of theatre, music and culture with the same programs, plans and regular meetings. It is also proposed to separate the health and environment activities .The most important element is to assign specific times for meetings: whether during the school day, after the day ends, or during the weekends. Young volunteers (or specialists such as artists, poets, environmental activists and human rights activists) can cooperate with the school in forming such groups. The supervisors of the groups can hold regular meeting to prepare the programs of the groups, prepare the community projects and joint meetings among the members of their groups and monitor and evaluate their achievements.

This shows that there is still an opportunity to continue spreading these experiences to all those working in the schools, as well as to delve deeper into the issues raised by the child-friendly schools project. This can happen through:

- Collecting and developing all the initiatives conducted by the teachers in dealing with the students and improving performance inside the classroom so that it can be spread through the educational plan.
- Translating the initiatives conducted by the students in the activity groups into an action plan for school activities
- Creating a “community plan” that is built on the relationship between the school and the local community
- As for the trainings, they accompany the action plan to support the school staff in implementing it.

8. Discussing Achievements in Light of "Child-Friendly School" Criteria

The "child-friendly school" initiative started from the teacher. For the UNRWA delivered a package of training courses related to the initiative to the principals, supervisors and teachers. Such training courses were built on previous training courses that were delivered by the UNRWA through the years which allowed it to play its role. The previous training courses helped the trainees to react to the new educational ideas addressed by the training courses related to the initiative.

The training courses provided by the initiative achieve in total the second criterion of the "child-friendly school" criteria, and in particular, it produces qualified teachers who have skills and expertise. This necessitates:

- The importance of expanding to include all the principals and supervisors in these trainings
- Holding the trainings locally and for a longer period
- Tying the theoretical aspect to practical applications during the training. This could be through practical workshops, or through follow-up and activation meetings.

The achievements of the other criteria vary as follows:

The first criterion (student is the core of the teaching/learning process) is achieved through the active learning training courses which aim at building teacher capacities in how to make the student the core of the educational process, and through working on minimizing violence in school, providing a friendly and safe atmosphere for the students, taking care of the school, heating the classrooms and providing seats as well as integrating the child rights in the curriculum and developing them with the students. This necessitates:

- More effort to discuss with teachers (especially in boys' schools) the value-added of not using violence.
- Intensive work with the families, in cooperation with local community entities, to end all forms of violence that female students may be subjected to from the parents (or an older brother)
- Working to provide healthcare for the students, or provide them with meals during the school day which can increase their capacity to comprehend and learn.

The third criterion) allowing a proper space for students to play) is achieved naturally in the schools that have wide yards, but it is compromised if the yards are small and when the school day is cut into two shifts, and when the physical education classes are replaced with math or other classes.

As for the fourth criterion (using activities and games during the classes), it is achieved as a result of the training on active learning which prepares the teacher for the curriculum activities, in addition to using puppets, puppet theater, role play and allowing the students to recite and ask questions.

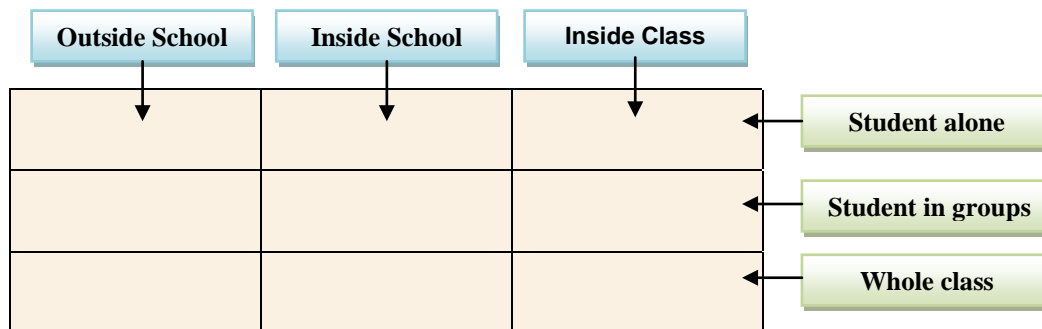


Figure 4: Areas of educational activities related to the curriculum

The fifth criterion (cleanliness of school facilities) is achieved in most schools and the health group in some schools monitors the cleanliness of the school and toilets and informs the administration of what should be done. Such a role can be generalized to ensure the attainment of the objective.

The sixth criterion (activation of cooperative activities) is also achieved through active learning where the teacher engages the student in the class to work in groups, cooperation among the students and peer education. The activity groups allow a wide possibility for students to work cooperatively inside and outside the school.

The seventh criterion (use of educational aids) is also achieved through active learning and other educational training courses which prepared the teacher to produce and use various aids. However, there is a shortage in the educational aids and students have stated that the school needs many aids such as a science lab, computer lab, or updating the computer lab and the library. This necessitates that all school needs are identified so that schools can work on providing them.

The eighth criterion (caring for physical and musical education, arts and craftsman classes) is achieved in many schools through the sport contests, home care classes and clubs and camps. However, the fulfillment of this criterion is affected when schools substitute the physical education classes with math classes, as well as the limited availability of teachers of such activities. It is also negatively affected by having two school sessions. Thus, for the eighth criterion to be fulfilled there is a need for:

- Using the weekends for the classes dedicated to learning difficulties and extracurricular activities.
- Establishing rooms in which to practice such activities.
- Finding the relevant and qualified teachers for these activities.
- Musical instruments, music classes, classrooms in which to hold the art classes.

All these needs relate to the need to make an inventory of all the school's needs so as to organize the process and work on making them available.

The ninth criterion (the impact of education reflects on the practical life of students) is achieved through many activities. These include when the students tend to the school, plant the garden or the school roof, when they practice their roles in the student parliament, guidance and counseling as well as the community projects such as the cleanliness and smoking ban campaigns where the school or activity groups can expand efforts with the local community. To enhance the fulfillment of the ninth criterion, the following is required:

- An expansion in translating concepts of comprehensive education to daily practices.
- Pinpointing the practical activities that can accompany the lessons in the curriculum (as highlighted in Figure 4 above).
- Pinpointing the community activities that can be part of the student activity groups.
- Making use of the activities included in the "life skills" program.

The tenth criterion (all students should be treated equally without discrimination for any reason) is achieved through: promotion of the child-rights culture, use of punishment alternatives, declaration and adoption of the code of ethics. However, this criterion is compromised by discrimination based on students' excellence in school. It becomes clear that the first, second, fourth, sixth, ninth and tenth criteria have received more attention than the others. We can develop the attention given to all criteria by following up on the recommendations that accompanied each criterion. Also, the other criteria may garner the same attention if the same procedures are followed when presenting the criteria.

9. Discussing Achievements in Light of Gender Criterion

It is clear from the above that gender has been considered in taking the evaluation procedures; 41.7% of the girls' schools have been visited against 25% of boys schools. Females represented 66% of the research sample, 66.7% of the individual interviews and in the discussion groups females represented 56% of the students, 74.4% of female and male teachers and 81.3% of parents.

The evaluation indicated that the relationship with the students is strong and teachers play a clear social role with the students. Students share their problems with the teachers, which qualifies the school to have a dialogue with the family about the problems facing the students within the family and looking for solutions:

- "Her parents are separated and as a result she is suffering. We managed to convince the parents to let her stay with her grandparents and now we are following her progress in the school" – School Principal

The school is trying to protect the student from domestic violence. It is interesting that female students are less subject to violence in the school, yet they are more subject to violence at home. This is according to one teacher based on her observation of the students and due to the close relationship that makes the teachers close to their students and their problems. Sometimes, the school manages to face such violence, and sometimes it finds it difficult to face it.

- "When the students experience domestic violence I interfere with the family. Sometimes, it is difficult for me and I feel that further intervention may result in more violence against the student" – Teacher counselor

On the other hand, female students play a greater role with the student parliament and guidance and counseling groups in conducting a dialogue about the needs of their colleagues. Further, they play a role with their colleagues in settling conflicts and monitoring (younger) colleagues and helping the disadvantaged students. They also take part in the activities especially drawing and story writing. The thing that excites students the most is the family atmosphere provided by the school and the activities they practice such as trips, camps and competitions and they want such activities to continue during the academic year and in the summer.

Violence against students dropped; yet some harshness is still practiced by some teachers against students to ensure they don't neglect studying, and as a way to maintain control of the classroom.

Students liked the advanced teaching techniques in which they take part with the teachers. They want all teachers to adopt such techniques in all subject matters. They also want the school to provide the tools that ensure high quality education such as labs, books and libraries. Some students demonstrated appreciation for the overtime provided by teachers to understand their lessons. Some students demonstrated interest to know their rights and want their families to learn such rights. They also cooperated with the school in painting walls and chairs, planting the garden, poetry, folkloric arts and awareness raising campaigns conducted by some schools in cooperation with the local community.

In view of the students' needs, interests and aspirations, we find that educating the family about the child rights through the "parents' education program" will help the school to confront domestic violence that can target the students. It also helps the families to identify new techniques used when raising children that are based on the respect of rights. This contributes to building personalities that are more capable of interacting, thinking and expressing opinion. Moreover, the "joint committees" from the local community which cooperate with the school administration can play a role in facing domestic violence.

Fulfilling the school's needs as expressed by the students will help the school to complete its efforts to develop teaching and learning methodologies. Setting activity plans during the academic year and summer vacation will allow the students to improve their talents and express their opinions in a creative manner through useful and constructive activities. Dialogue with the teachers should continue about the manner and importance of strengthening the relationship with the students and how a constructive relationship is the basis of education. Values cannot grow without such constructive relationship. It depends on how teachers fulfill their role of protecting the students from any violence that abuses their rights which are maintained by the school.

10. Recommendations

The achievements of the current stage depended on four elements which are:

- Educational preparation training for the new teachers, educational training for the staff on service, child-friendly school-related training and training of activity group supervisors (as indicated in table 10 above).
- Setting progress frameworks (such as: code of ethics, activation of the roles of counselor teacher and the school counselor) and follow-up.
- Founding activity groups such as the student parliament, guidance and counseling; and encouraging the actions of some groups such as the health group,

culture group, environment protection group, school broadcast and the library groups. Encouraging the initiatives made by students regarding theatre, story and poem writing, and initiatives of teachers regarding music, choir or popular arts such as Dabka.

- Activating the meetings, contests and summer clubs for students.

In other words, the achievements basically depend

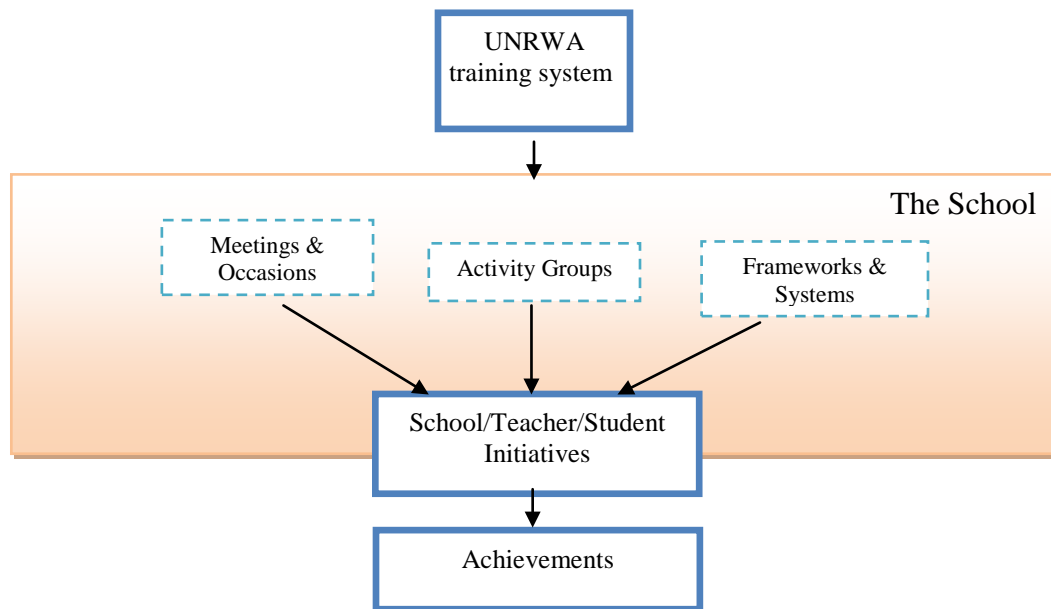


Figure 5: The relationship of the UNRWA training Courses with the School Achievements

In this scenario, the achievements are based on:

- The new concepts of training courses
- The readiness degree of principals and teachers to take the initiative and cooperate.
- Degree of school openness to its local community (many school have their doors open for the community all week and they receive the youth on the holiday to watch the matches and the youth contribute with the school in organizing meetings and festivals).

At this point, it is proposed to activate and invest such efforts to support the "child-friendly school" and "community-friendly school" experience. The recommendations include: the UNRWA Training Plan and the School Plan.

10.1. Recommendations on UNRWA Training Plan

Training is delivered on: active learning, comprehensive education, child rights, safe school, friendly school, punishment alternatives and codes of ethics. The recommendations on the UNRWA training system as indicated in this figure.

1. To integrate the content of all training courses to create two types of training manuals:

The first manual should combine all the training materials regarding the child rights, child protection, safe school, friendly school, punishment alternatives and codes of ethics in order to prepare the training material of the child-friendly school which addresses all the school staff.

The second manual should combine the training materials regarding active learning and comprehensive education in order to create an integrated training framework about the educational concepts and skills. Such a manual should address the classroom or subject matter teachers.

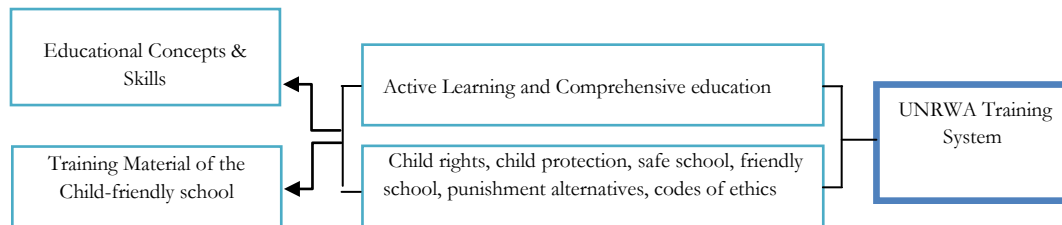


Figure 6: preparation of the training manuals of the child-friendly school, educational concepts and educational activities

The conversations with school staff indicate that there is a need for more training for teachers around the following topics:

- The skills of enhancing students' good behavior rather than pointing out the negative
- The skills of building an enabling environment inside the classroom and the school in general
- Methods of dialogue and communication skills
- The areas of potential unconstrained conversation with the students.

It is suggested when working on the training materials that:

- The materials should be separated according to the field they are dealing with, and a specific time should be set for each section, and it should be specified beforehand the school staff that are the concern of each section.
- The training material should be more clearly tied to practical applications in the school
- The trainings should be followed by local workshops (such as the activation, follow-up and experience-exchange meetings suggested previously). This can be for the purpose of evaluation of progress, exchange of experience, and organizing participation.

Here it is recommended that part of these trainings are added to the preparation of new teachers to ensure their absorption of these concepts and so that the concepts are full integrated with the foundations of teaching.

2. The training manuals

These can be developed along with the initiatives conducted by the teachers to improve performance inside the classroom. These can be combined to produce a manual for “active learning” and “comprehensive education”, and this would be geared towards class teachers and subject teachers.

It might also be useful to collect and categorize the activities and initiatives conducted by the students, including those in which teaching staff participated. These can feed into a guide on group activities such as student parliament, guidance and counseling, culture, health, environment, drama, theatre child rights, choral, etc. This guide would be geared towards the supervisors of these groups.

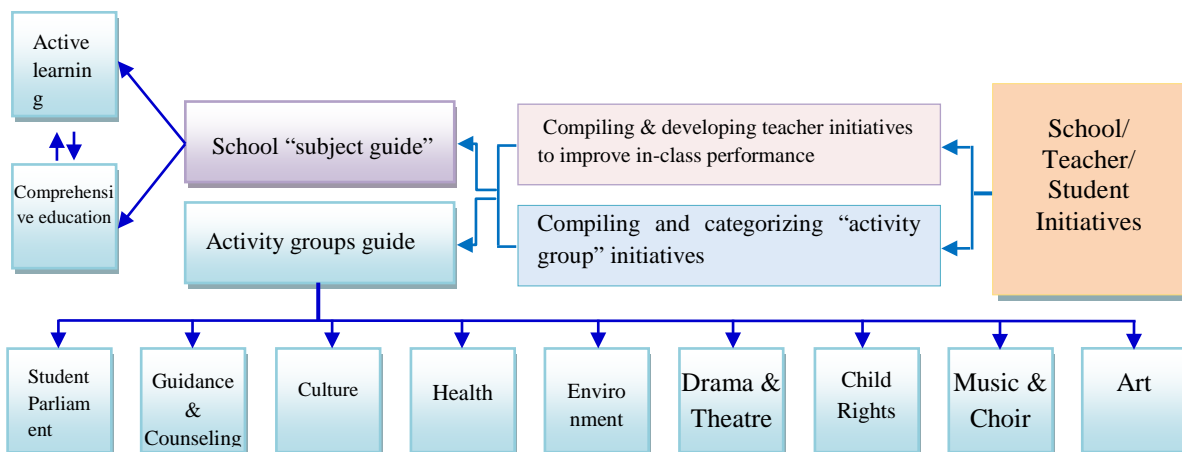


Figure 7: Preparing guides for active learning, comprehensive education, and group activities

There should also be a “subjects guide” for the subjects taught in school and this guide should outline:

- The activities that can be conducted by the teacher and students together inside the classroom (active learning)
- The activities that the student can do outside the classroom (comprehensive education)

This means that the “subjects guide” functions as a way to collect and present the experiences that tie between the two elements of “active learning” and “comprehensive education”. This is in addition to the “group activities guide” that should translate the student initiatives into action plans as in the below figure. This includes:

- The purpose of the activity
- The area of practice (within the classroom, or outside the school such as in camps, meetings, or community involvement)

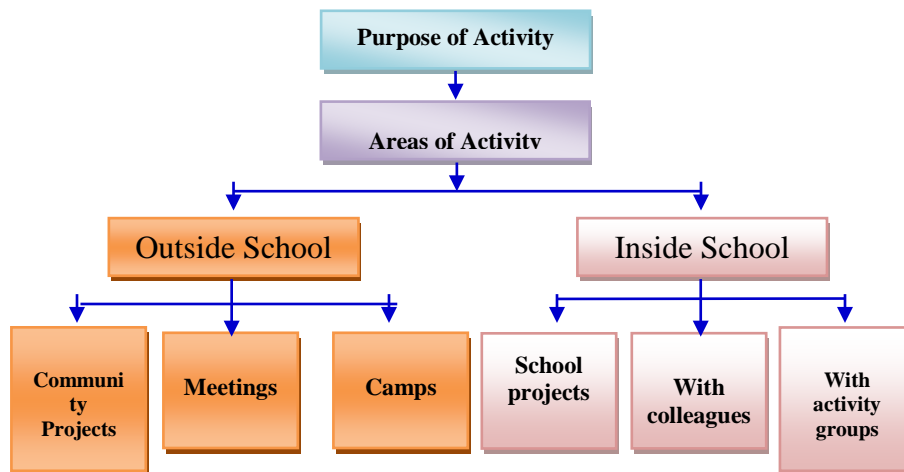


Figure 8: Framework and program for creating an activity group

This framework can be employed in different fields of activity through the experience of previous initiatives conducted in workshops by the training groups along with a selected group of principals, supervisors, and teachers who are interested in these concepts. Those interested from this group can formulate a support system for the training group during subsequent trainings, follow-up meetings and local workshops.

Here we can notice that the UNRWA trainings focus on two core axes which are: learning materials, and child-friendly schools. These depend on two sources which are the trainings based on the training program that resulted from merging all trainings, and the training on using educational guides. This is evinced by the below table:

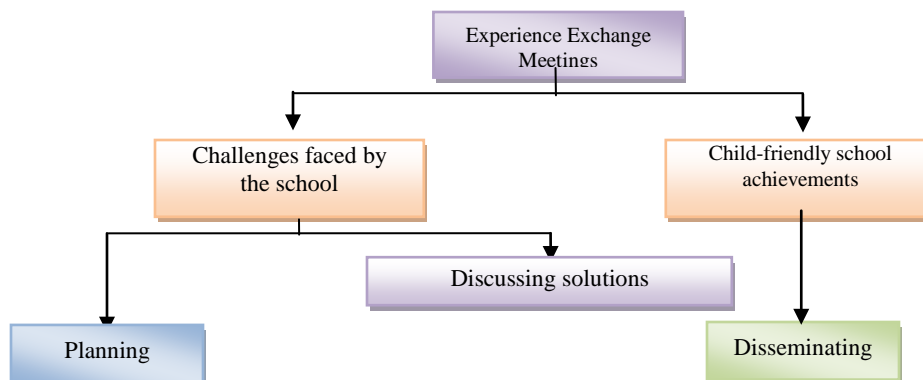
Table (12): Axes and Sources of UNRWA Training

تدريبات الأدلة التربوية	برامج التدريب	Sources of Training
		Axes of training
أدلة "التعلم النشط" و"التربية الشمولية"	تدريبات المفاهيم التربوية	المواد الدراسية
أدلة أنشطة جماعات	المادة التدريبية للمدرسة صديقة الطفل	المدرسة صديقة الطفل

It is important to point out that the “training program” is centralized and thus deals with theoretical concepts. As for the “training guide”, it has a more practical nature that can be discussed in workshops and local trainings. Combining the two types of training guarantees that the ideas and concepts are clear as well as applicable to practical issues.

3. Experience-exchange meetings

These meetings are held annually to exchange experiences related to achievements, success stories, and challenges faced by the school. Documenting these meetings can contribute to the exchange of experience between UNRWA schools in coming years. It can also contribute to spreading the culture of “child-friendly schools” among those working in the field of education. This would help to identify means of overcoming challenges, as one school could present solutions to problems faced by another, and these challenges could be used as a basis when planning so staff can be trained to deal with these issues in the next year.



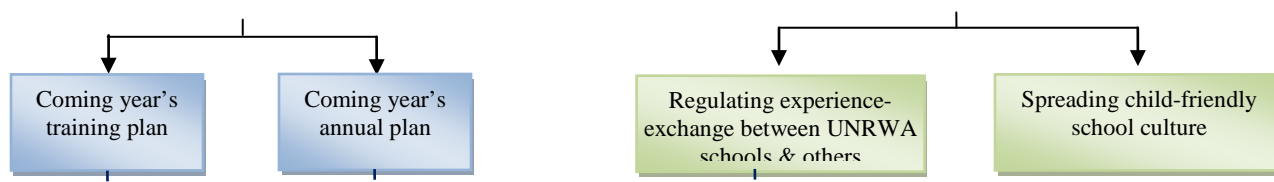


Figure 9: Framework and program for exchange of experience meetings

10.2. Recommendations on Local Planning

Local plans are applied to a group of schools located in the same geographical area, and it is a way to connect the central plan with the school plans. It is based on conducting local workshops.

1. Local workshops

The purpose of these workshops is to make a connection between training and implementation. It is also to identify the requirements necessary to implement the activities and they are two: workshops for class/subject teachers and workshops for activity group supervisors.

The purpose from the workshop for the teachers is to translate the child-friendly school concepts into practical applications, and tie this with class activities. Thus, in this workshop teachers should work on:

- Preparing class activities that the student can practice either on his/her own, in groups, with the entire class
- Prepare trainings and class activities that the teacher can conduct
- Prepare all the requirements necessary to implement the class activities
- Extracting the child rights from the lessons learned in the curriculum. This should be a group activity that merges between active learning and holistic development
- Identifying practical activities that can accompany the lesson plan that the student can do outside the classroom
- Preparing activities for the extra sessions dedicated to learning difficulties

The purpose of the workshop for activity group supervisors is preparing for joint activities between school group activities through camps, meetings, competitions, and community projects.

2. Meetings and competitions and participating projects

The purpose of the meetings, competitions and participating projects is activation of the exchanged experiences between the schools. It is also to capitalize on the achievements of the child-friendly schools, activity groups, and this should be scheduled under the “local plan” for the areas in which UNRWA schools are operated.

10.3. Recommendations on the School Plan

It is indicated above that achievements were realized through the initiatives. Therefore, the recommendations focus mainly on proposing the framework that is required to invest in and activate such initiatives. Likewise, the community involvement is the result of initiatives taken by the school administrations or some of the local community members. Therefore, before setting the school plan recommendations, a framework should be established to organize and activate the community involvement in order for it to be an effective involvement in preparing and executing the school plan. This can be through forming a joint committee between the local community and the school administration. The joint committee should work with the school and the local community to draft the educational and community plan of the school. This requires:

- 1- Electing a "joint committee" by the local community of parents.
- 2- The joint committee should use the active leaderships in the community to draft and execute the educational and community plan.
- 3- To identify the tasks, agenda and meetings schedule of the joint committee.
- 4- The committee should participate in making decisions that support the learning process, and it should cooperate with the school on community projects that aim to spread awareness of child rights.
- 5- To meet on a regular basis with all the parents to present its challenges and achievements this realizes transparency and accountability.
- 6- To provide intensive training (provided by the UNRWA to the teaching staff) for the school partner local leaderships, and to enroll the partner local leaderships in the training courses dedicated to the teaching staff, so that they can work efficiently with the school administrations in providing the positive atmosphere for the students and support the school in developing the educational process.

The proposed school plan includes two sections:

- The educational plan
- The community plan

10.3.1. The Educational Plan of the School

This focuses on the activities of the school curriculum, the activity groups, and the educational projects. Each group is monitored by one supervisor or more (volunteers from the youth can help supervising these groups). The school curriculum activities are the responsibility of the class/subject teacher and they can be summarized in that each lesson has applications that the student can perform alone or in groups. Activities depend on the workshops given to teachers that enable them to analyze the curriculum and identify activities that students can use to apply the teachings. These applications are considered a fulfillment of ninth criterion and can be given to neighboring schools through the framework of the local workshops.

The activity groups, as mentioned before, consist mainly of student parliament, guidance and counseling, culture, health, environment, theatre, child rights, civic education, choral and others. The supervisors can through their participation in the local workshops formulate the plan and general framework for the group's work. This should include activities inside school, outside school, with the local community, camps, and activities tied to special occasions.

As for the educational activities, they respond to the learning needs of the students, such as the sessions dedicated to learning difficulties, or study sessions. These activities focus on:

- Benefiting from the school plans after school or on the weekends so that they do not disrupt the school day and so there is enough time for the groups to meet with their supervisor.
- Conducting these meetings on a regular basis to ensure proper preparation of the group's activities.
- Proper specification of the needed budget and how to provide it to guarantee the implementation of the activities.
- Ensuring that the "training group" fulfills its role of monitoring and following up with the activities so as to evaluate performance and identify and fulfill any needs (whether training or financial needs).

10.3.2. The Community Plan of the School

This plan consists mainly of cooperating with the parents, youth and local community. Work with the parents starts through considering them in the general assembly of the school, and the school board can be elected from among them, similar to the student parliament. The board and the parents can practice their roles in decision making and they can play a role in supporting some aspects of the school plan or volunteer to carry out some of its events.

The plan of working with parents

The plan of working with the youth can include the sports, art and cultural activities and environmental projects and the youth can volunteer in the school activities with the activity groups or the community projects carried out by the school.

Working with the local community is represented in the awareness-raising campaigns which can be led by the school in coordination with the school board to re-enroll the dropout students, increase enrollment, cleanliness, child protection and environmental protection campaigns.

The following points should be considered:

1. Build some rooms or a small (wooden) building within the school, or use the vacant classrooms to practice all the social activities with the students and the local community members of the youth and parents.
2. All the groups within the school should contribute in preparing the school action plan and take part in implementing, evaluating and developing the plan.
3. Make sure to provide the physical and human resources (such as volunteers) needed to execute the plan.
4. Benefit from the civil society agencies and associations as local partners supporting the plan.
5. Consider the possibility of opening the schools as summer clubs for the students and youth during the holiday to maximize the benefit instead of restricting it to a few weeks.

Connecting between the recommendations of the UNRWA plan, local plan and school plan:

The connection is made starting with the school plan, by forming "the joint committee" in each school:

- Building the capacities of the "joint committees" regarding how to measure needs, planning and evaluation.
- The joint committees measure the needs and identify the requirements for realizing the "child-friendly school" criteria, through dialogue with all the stakeholders, including students, teachers and local community.
- The joint committees shall draft the educational and community plans under the UNRWA technical support, and in cooperation with all the stakeholders,

including teachers, students and local community. They should be involved in the progress possible local contributions that can help execute that plan. child rights, health, environment...etc.

- The UNRWA shall discuss and approve the schools' plans and identify the resources needed to execute them.
- The UNRWA shall set up a supporting plan that accompanies the executing of schools' plans, including training, follow-up, capacity building, executing joint activities, monitoring achievements and exchanging experiences.
- The schools shall establish the relationship with the local community and the neighboring schools to execute the school plans.
- The UNRWA shall establish the relationship with all the supporting entities through, for example, activating the role of the committee that facilitates among the UNRWA, the GAPAR and the UNICEF, in a manner that ensures support for the project.

The combination of the plans of the UNRWA, the local entities and the schools represents in total the "child-friendly school" project. It is very important to provide technical and financial support for the project to have a lasting effect. Furthermore, it is equally important to support the activities and interventions required to draft all the project plans and establish the local and central entities that achieve the project's objectives.

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	Non-Official Camps	Dano un Yarmouk	16	8	8		9	7			16	
	Outside the Camps	Rokn Al-Din Saasa	4	3	1		2	2				4
		a Damar	1			1			1			1
		Al-Maza	2	1	1				2			2
			2	1	1				2			2
			41	21	19	1	21	15	5	16	16	9
				41			41			41		
Northern District/Aleppo	Official Camps	Nerab	2	1	1				2	2		
	Non-Official Camps	Ain Al-Tal	9	4	5		7	2			9	
			11	5	6	0	7	2	2	2	9	0
				11			11			11		
Central District	Official Camps	Hama Camp	4	2	2		2	2		4		
		Hims Camp	6	3	3		5	1		6		
	Non-Official Camps	Latki a Camp	4	2	2		2	2			4	
			14	7	7	0	9	5	0	10	4	0
Southern District	Official Camps	Deraa	5	3	2		3	2		5		
	Non-Official Camps											
	Outside the Camps	Gelin Mezirib	2			2	1	1				2
			4	2	2		2	2				4
			11	5	4	2	6	5	0	5		6

			11				11			11	
Total		118	56	57	5	66	40		12	95	23
			47.								
%			5	48.3	4.2	55.9	33.9		10.2	77.1	22.9

12.2. Appendix 2: The Child-friendly school program questionnaire:

(Please focus in the contributions of CFS project in this questionnaire)

Please fill in the following information:

- Gender: _____ No. of years of experience: _____
Male: _____ Female: _____ No. of years working in the school: _____
- District: _____ participated in a workshop on friendly school: yes:----- No:-----
- School: _____
- Title: please write (✓) in front of the right title

UNRWA	GAPAR	School Administration	Teachers	Counselor Teacher	School Counselor
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Please write (✓) in front of the response that you agree with:

No.	Questions	Responses					
		Strongly agree	Agree	I don't know	Disagree	Strongly Disagree	Not applicable
1	"Child-friendly school program" objectives are clear to:						
	• UNRWA						
	• GAPAR						
	• School Administrations						
	• Teachers						
2	Equipments provided from the UNICEF are adequate and they include:						
	• A teaching and learning environment for the students b. An opportunity for school activities						
3	The technical support provided from the "child-friendly school program" helped the school						

	administration in:						
	<ul style="list-style-type: none"> Developing the teacher capacities in the progress of the teaching and learning processes Helping the teachers to acquire new trends in how to deal with students 						
	c. Building the concepts about child rights						
	d. Providing the necessary protection for the students						
	e. Developing the educational environment of the students						
	f. Involving the students in the educational process						
	g. Contribution of the students in the decision making mechanism of the school						
	h. Contribution of the school staff in the decision making mechanism of the school						
	i. Contribution of the community in the decision making mechanism of the school						
	j. Contribution of the parents in the decision making mechanism of the school						
4	k. Teachers acquired new attitudes including a safe environment for the children in the class						
5	l. Teachers managed to motivate the students to learn in an interesting manner						
6	Students carry out the extra curriculum activities accompanying the curriculum in an adequate manner						
	<ul style="list-style-type: none"> During the academic months During the summer 						
7	Student carry out the educational and entertainment activities in an adequate manner						
	<ul style="list-style-type: none"> During the academic months During the summer 						
8	There is a proper coordination between the different partners of the "student-friendly school program"						
	UNICEF - UNRWA						
	UNRWA - GAPAR						
	UNICEF - GAPAR						
	School - UNIRWA						
	School - GAPAR						
	School – Teacher						
	School - School						
9	Parents support the school in:						
	<ul style="list-style-type: none"> Minimizing dropout rates Meeting the Educational needs 						
	c. Enhancing the academic standard of students						
	d. Providing the physical and moral support to the school						
10	The local community support the schools in:						
	<ul style="list-style-type: none"> Minimizing dropout rates 						

2 nd																
3 rd																
4 th																
5 th																
6 th																
7 th																
8 th																
9 th																
total																

Dropout Rates:

Gra des	2005/2006			2006/2007			2007/2008			2008/2009			2009/2010		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1 st															
2 nd															
3 rd															
4 th															
5 th															
6 th															
7 th															
8 th															
9 th															
total															

12.4. Appendix 4: Schedule of Meetings Accompanying Evaluation

Q T Y	Meeting with				Organization	Purpose	Date
1	Ibrahim Farah	(Education Project Officer)			UNICEF	Introduction to CFS project	Sunday, 7 March
2	Seham Zakaria, John Dabi	(Education Specialist-Emergency)	Ibrahim Farah, (Education Project Officer)		UNICEF	Introduction to CFS project	Sunday, 7 March 2010
3	Sherazade		Ibrahim Farah, John, Boualia	(UNICEF)	UNICEF	Introduction to CFS project	Sunday, 7 March 2010

Q T Y	Meeting with	Organization	Purpose	Date
	Marc Lucet (UNICEF Deputy Representative) Representative in Syria)			
4	Ibrahim Farah (the Director of Educational Program - UNRWA) Mohamed Amoury (Deputy Director of Educational Program - UNRWA) Samir Abd El Reheem (Education Development Centre - UNRWA) Aly Mohamed (Assistant Head Education Development Centre - UNRWA) Kamal Jabr (Comprehensive Education-UNRWA) Fadia Khedr (Direction and Guidance - UNRWA) Wafaa Araby (Education Department-Damascus West) samia Osman (Education Department-Damascus East) Walid Hamed (Education Department-Damascus East)	UNRWA Staff	Areas of UNERWA intervention regarding CFS project	Sunday, 7 March 2010
5	Nibal (ADAP (PLS Program)) Ibrahim Farah (UNICEF)	UNICEF	Intervention of CFS	Sunday, 7 March 2010
6	Magdy Amen, Suzan Nour, Reem Ramadan	Evaluation Team	Reviewing of evaluation tools	Monday, 8 March 2010
7	Magdy Amen, Suzan Nour, Reem Ramadan, Wafaa Arab, Fadia Khedr, and Kamal Jabr	Evaluation Team	Reviewing of evaluation tools	Tuesday, 9 March 2010
8	Adnan Munawar (Deputy Director-General of GAPAR), Abu Jehad, John Dabi , and seham Zakaria (UNICEF)	GAPAR	Education al interventions of GAPAR	Tuesday, 9 March 2010
9	Marc Lucet, John Dabi, Wafaa Arabi, Fadia Khedr, Kamal Jabr, Suzan Nour, and Magdy Amen	Steering Committee	Reviewing the progress of Evaluation	Thursday, 11 March 2010
10	- Marc Lucet, John Dabi, Nancy Balkar (UNICEF) - Mohamed Amoury, Wafaa Arabi, Fadia Khedr, Kamal Jabr, (ANRWA) - Adnan Munawar , Nagaat Soliman	Steering Committee	Presentati on and feedback of 'evaluation	

Q T Y	Meeting with	Organization	Purpose	Date
	(GAPAR) - Suzan Nour, Magdy Amen (Evaluation Team)		to UNICEF, UNRWA, and GAPAR,	

12.5. Appendix 5: Child-Friendly School Workshops

Briefing about Child Friendly School workshops

The Objectives:

- Orientating the teachers with the methods of child Friendly School Principles.
- Raising the awareness of participants on the concepts of Child Friendly School.
- Create teaching /learning environment to be attractive for all students at the schools.

Child Friendly School workshops:

Year	Number of beneficiary schools	Number of trainees	Target groups	Number of workshops	Cost SYP	Cost \$	wsh p Cost \$	trainee-Cost/wsh p \$	tra Co
2004	23	157	Head teachers & teachers	4	400,000	8696	2174	55	
2005	Evaluation activity on the impact of CFS Programme on UNRWA schools								
2006	30	100	Head teachers & teachers	5	388,858	8453	1691	85	
2007	49	182	Head teachers & teachers	8	330,880	7193	899	40	
2008	All Schools	289	Head teachers & teachers	16	649,934	14129	883	49	

2009	Four Unrwa Schools & two Institute for GAPAR	62	Head teachers & teachers	3	303,004	6587	2196	106	
	average	790	0	36	2,072,676	45058	1568	67	