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PROGRAM OF SUPPORT TO SYRIAN EDUCATION IN AREAS AFFECTED BY A LARGE INFLUX OF IRAQI REFUGEE CHILDREN

EVALUATION REPORT

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LIST OF ACRONYMS

EU	European Union
IC	Iraqi Children
MoE	Ministry of Education
NGO	Non-Governmental Organizations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
TC	Targeted Community

Executive Summary

Background

This evaluation reviews a project funded by the European Union (EU) and implemented by UNICEF between October 2007 and March 2009 to “improve access to quality education for the Iraqi refugee children as well as the host community children.” To achieve this goal, the Education Support to Iraqi Refugee Children (ESIRC) project was structured around three components: (1) to improve/rehabilitate school buildings and sanitary facilities; (2) to provide educational supplies and furniture; and (3) to enhance pedagogical/learning environment by developing schools’ capacity to integrate Iraqi refugee children.

Purpose

The purpose of this evaluation is threefold: (1) to assess the overall impact of the ESIRC project, including the preparation and design phase, based on the traditional UNICEF evaluation criteria of relevance, efficiency, effectiveness, impact, and sustainability; (2) to identify/document lessons learned (as they relate to the ESIRC project good practices, strengths and weaknesses, opportunities and constraints;) and to provide recommendations; and (3) to provide recommendations to enhance the effectiveness of the second phase of the ESIRC project, planned for April 2009 - March 2012.

Methodology

Drawing data from multiple sources, this evaluation used several quantitative and qualitative tools and strategies. Specifically, our methodology included: a review of project documents; a survey of key beneficiaries (principals, teachers, students and parents); and an interview of key UNICEF, EU, and MoE staff involved in the planning, design, and the execution of the project.

Key Findings

Overall Project Outcomes

Overall, the number of Iraqi children who benefited directly or indirectly from the project varied between 2007 (9.770) and 2009 (10.104), with a significant increase in 2008 (15.084) (see Figure 4). These official numbers reveal two observations: first, the project’s goal of providing access to 100.000 students throughout the country, was not reached. Second, we observed a sharp decline (-33%) in Iraqi children’s enrollment in 2009. To elaborate upon the first observation, the goal was based on an inaccurate estimation of the total number of Iraqi students residing in Syria, resulting in a major difference between the project’s goal and the total number of its beneficiaries. (In fact, the estimated number of Iraqis living in Syria could never be verified.) In addition, two other major reasons for this decline were mentioned by the interviewees: the short timeline of the project’s execution (18 months) and the inability to mobilize and educate the targeted community about the project’s goals and activities.

Regarding the second observation, the sharp decline observed in 2009 was due to several reasons. Among them were Iraqis returning to their home country, lack of interest in school, and expiration of residency permits.

Effectiveness

In terms of effectiveness, several indicators from the survey and the interviews reveal that UNICEF was generally effective in delivering intended inputs (supplies, materials). Overall, this approach of using the presence of Iraqi children as a momentum for school improvement was revealed to be effective and well-received, and lessened the potential negative perceptions of the host community vis-à-vis the influx of new Iraqi students.

Schools' Rehabilitation

Regarding supplies and rehabilitation, the project's accomplishments were impressive. Successful cooperation between UNICEF and the MoE helped to establish standards for rehabilitation and supplies, providing a systematic approach to school rehabilitation.

Based on self-reported data, 4,059 teachers, 96,046 Syrian students, and 9,692 Iraqi students have benefited from the distribution of school supplies and the rehabilitation of schools. Hence, it's safe to conclude that the UNICEF goal to increase the enrollment of IC through the school rehabilitation and improvement program was partially attained.

Self-reported data indicates that double-shifting schools, because of their higher usage levels, exhibited the greatest amount of stress on their physical plants, such as urinals and water taps. This raises the issue of the ongoing maintenance of these facilities. The lack of a maintenance program is likely the main reason behind this rapid deterioration of rehabilitated schools. The implementation of a systematic maintenance program based on established standards should prevent much of this deterioration from occurring in the future.

Schools' Supplies and Material

Overall, the data indicates that the participating schools reported benefiting from supplies that included (1) school and classroom equipment such as an electrical water cooler, heaters, curtains, etc., (see Table 8 above for details) and (2) teaching materials such as math and science teaching kits and recreational kits. However, some interviewees reported that the wish-list items provided in 2007-2008 didn't really contribute to the IC enrollment. This situation was corrected in 2009 to focus on learning and teaching materials such as science and math kits. However, the project provided an opportunity for schools to acquire items that would be otherwise impossible to acquire (copiers, computers, etc.). In fact, it contributed to the establishment of a culture of standards for school supplies and materials based on a systematic process of needs identification, purchasing, and delivering to the different beneficiaries. According to several interviewees, the project initiated a shift from a more traditional centralized approach to a participatory approach which was more responsive to the needs of the schools.

Training

From August 2008 to March 2009, 27 workshops were conducted. Following a train-the-trainers model, the project focused its activities on a few staff members (principal, one counselor and three teachers) at each school, with the assumption that follow-up training sessions would be conducted. Overall, the activities were well-received by principals and teachers, who reported a high level of satisfaction. Of those who attended the sessions, 32% indicated that they benefited from sessions on understanding the psychosocial environment, whereas a little more than 20% reported benefiting from sessions dealing with active learning methods and extra-curricular activities, which is a positive outcome for the overall training.

The MoE should follow-up on the train-the-trainers model and ensure that all teachers benefit from the training sessions, particularly the one-third of the surveyed teachers who didn't attend any of the training sessions.

Efficiency

In this document, efficiency is understood as the relationship between the project activities' cost and the overall project outcomes. This understanding requires great amount of financial data disaggregated by project activity. Lacking this type of disaggregated data made it not possible for us to conduct a thorough efficiency analysis. Our ability to link expenditures to project activities was limited as well, particularly when other funding streams were used in supporting some of the project activities (supplies and materials). Additionally, this lack of financial data constrained our understanding of the overall project sustainability. However, in spite of this lack of financial data, our interviews revealed that resources were applied appropriately to achieve project outcomes. This perceived efficiency is supported by the accomplishments of the project in terms of schools' getting rehabilitation, supplies, and materials, and by the overall satisfaction expressed by the MoE senior leadership towards the project outcomes. However,

upcoming projects should give closer attention to all of the cost aspects related to efficiency. UNICEF should provide guidelines to estimate the full cost of project activities, including non-budgeted items such as UNICEF and MoE staff time. More importantly, financial data should be collated against project objectives and tracked throughout the project lifecycle.

Project management and coordination

Keeping in mind the initial HR shortage within UNICEF, the project was well managed, overall. As the project advanced and additional resources were brought on board, project activities were kept on track and advanced as planned. In terms of coordination, the project served as a framework for coordination among various stakeholders involved in education. As one of the interviewees pointed out, “the project provided a coordination platform that didn’t exist before.” To ensure sustainable ownership, this coordination platform will be coordinated by the MoE. However, it’s important to draw attention to the fact that this platform needs to be used more effectively, particularly in the documenting and sharing of best practices and experiences among all of the stakeholders.

Project Monitoring

Project monitoring is probably the weakest chain in the ESIRC project. Lack of documentation and history of the project posed several challenges during our evaluation. For this reason, a monitoring framework with clear guidelines and documentation should be designed and implemented. This framework should cover all project activities (rehabilitation, supplies, training, CFS) and should be linked to specific objectives and targets. In addition, a clear reporting system should be established for all stakeholders, indicating report type, frequency, audience, and feedback. To facilitate this project, a project document repository should be created and maintained within the UNICEF Education sector, and should include all project documents. A naming convention should be established and implemented, in order to facilitate file tracking, versioning, and retrieving.

Partnership and Collaboration

As noted before, although the partnership and collaboration between key stakeholders was strengthened, beneficiaries’ involvement was very limited. The role of the Iraqi community in the project should be clearly defined and their participation and involvement in the design and execution of the project should be encouraged.

1- Introduction

Fleeing the escalation of war and sectarian violence, nearly 2.2 million Iraqis have crossed to neighboring countries, especially to Syria and Jordan. By mid 2007, it's estimated that as many as 1.4 million Iraqi refugees had arrived in Syria -- a huge refugee influx for a country of only 18 million. According to the United Nations High Commissioner for Refugees (UNHCR) estimate, half of these Iraqi refugees living in Syria are children, and 80% of them are geographically concentrated in Damascus and rural Damascus (UNHCR, 2008). This influx has placed pressure on the Syrian government's capacity to provide basic services, such as access to education and health services, and has had a significant impact on the overall cost of living and the overall infrastructure.

The existence of a legal framework granting free access to schools for all Arab children living in Syria facilitated the overall access of the Iraqi children to education. However, the Syrian educational system's capacity was stretched and required assistance from international donors, particularly in supporting school infrastructure and equipment to overcome crowdedness, double-shifting, and a chronic lack of resources.

In 2007, in collaboration and partnership with the Syrian Ministry of Education (MoE), the United Nations Children's Fund (UNICEF) Office in Syria submitted a proposal to the European Union (EU) to provide funding for comprehensive humanitarian educational support to Iraqi refugee children in Syria. The project was initially approved for a period of 18 months (October 2007 – March 2009) and extended for another three months (no cost extension), with a budget level of three Million Euro (3,000,000), under the EC's Instrument for Stability. The project was intended to ***“improve access to quality education for the Iraqi refugee children as well as the host community children.”*** To achieve this goal, the Education Support to Iraqi Refugee Children (ESIRC) project was structured around three components:

- 1- improve/rehabilitate school buildings and sanitary facilities
- 2- provide educational supplies and furniture
- 3- enhance the pedagogical/learning environment by developing school capacity to integrate Iraqi refugee children.

As a comprehensive package, this project was planned and designed to deal with issues related to (i) the low enrollment rate of Iraqi refugee children due to insufficient and overstretched school capacity to absorb them (particularly in areas with a high concentration of refugees), (ii) poor school sanitation facilities, and (iii) lack of a pedagogical strategy to improve the quality of learning in schools. In response to these issues, the components of the program included (i) physical improvement and rehabilitation of school buildings and sanitary facilities, (ii) provision of education supplies and furniture, and (iii) capacity building/training on the Child Friendly Schools (CFS) initiative to enhance the pedagogical/learning environment in the schools.

1.1 Purpose and Objectives of the Evaluation

This evaluation was commissioned by the office of UNICEF in Syria. Guided by a steering committee composed of UNICEF, EU, and MoE representatives, this evaluation was carried out by an external evaluation consultant assisted by two national consultants working closely with the MoE.

By adopting a participative approach, this evaluation provided all key stakeholders with multiple opportunities for input and feedback, thus ensuring a common understanding of the evaluation's purpose. This participatory approach had the benefit of increasing commitment, ownership, and participation in the evaluation process among all stakeholders.

As an end-of-project assessment, this evaluation of the scope of work required the assessment of 140 schools in one

Governorate (Rural Damascus). More specifically, as stated in the Terms of Reference (TOR), this evaluation is intended to accomplish three specific goals:

- Assess the overall impact of the ESIRC project, including the preparation and design phase, based on the traditional UNICEF evaluation criteria of:
 - a. relevance (problem identification, indicators, conceptual soundness of the strategic response)
 - b. efficiency (costs of project inputs VS results)
 - c. effectiveness (from inputs to results)
 - d. impact (direct and medium term) on direct and indirect beneficiaries and sustainability.
 - Identify/document lessons learned, as they relate to the ESIRC project's good practices, strengths and weaknesses, opportunities and constraints, and provide recommendations
 - Provide recommendations to enhance the effectiveness of the second phase of the ESIRC project (planned for April 2009 - March 2012).

1.2 Audience

Based on the TOR, this evaluation targets three primary audiences:

- 1- UNICEF–Syria is interested in informing future projects, identifying lessons learned from this first phase, and strengthening the UNICEF capacity for planning, designing, and implementing similar projects in the future, particularly during the second phase of the ESIRC project, currently underway.
- 2- The EU is interested in identifying effective strategies in supporting similar projects in the future.
- 3- The MoE is interested in knowing which interventions were effective and how it can leverage lessons learned from this project to benefit the entire educational system.

However, several other secondary audiences might benefit from this evaluation: NGO partners, school construction companies, school principals, teachers, counselors, children, parents, and community members.

1.3 Evaluation questions

Under the leadership of the lead consultant, the evaluation steering committee reviewed and discussed several evaluation questions. After much discussion, the evaluation questions were worded as follows:

- 1- How many Iraqi Children (IC) benefited from the project?
- 2- Were the undertaken activities an appropriate response to the needs of the targeted population?
- 3- What interventions were the most effective in increasing access of IC to quality education?
- 4- What interventions were the most efficient in increasing access of IC to quality education?
- 5- Was a needs assessment of schools, principals/teachers, and IC conducted?
- 6- What are the external/internal constraints faced by each stakeholder?
- 7- Were the project activities planned and coordinated effectively among all three stakeholders (MoE, EU and UNICEF)
- 8- What are the unanticipated outcomes of the project?
- 9- What are the lessons learned from the planning and execution of the project?
- 10- What recommendations does the evaluation offer?

These questions went through several iterations of review and validation, ascertaining that the instruments (survey and interview) covered all the evaluation questions while vetting the questions to prevent ambiguous terminology. Subsequently, these questions were used to develop the four different questionnaires and to prepare the interview guide questions.



2. METHODOLOGY

Data Collection Tools

Drawing data from multiple sources, this evaluation used several quantitative and qualitative tools and strategies. In mixing these quantitative and qualitative data-gathering tools, the goal is twofold: 1) to ensure triangulation and cross-checking of our findings and 2) to provide a complete and rich understanding of the project's dynamics and accomplishments. Specifically, our methodology included a review of project documents; a survey of key beneficiaries (principals, teachers, students and parents); and an interview of key UNICEF, EU, and MoE staff involved in the planning, design, and the execution of the project.

Desk Review: We examined very few documents provided by UNICEF: one funding proposal, one interim final report, and training data. The funding proposal was particularly helpful in capturing the initial goals, the planned activities, and the justification of the project. We also reviewed a final report submitted by the NGO Premiere Urgence to UNICEF. This desk review phase was critical in understanding the social/cultural/political context of the ESIRC project.

Surveys: Under the leadership of the external evaluator, the steering committee developed four surveys targeting principals, teachers, pupils, and parents (See Annex B, C, D and E). The surveys went through several iterations of revision and discussions. The survey instruments contained the following categories:

Table 1: Survey categories and number of questions

Survey	Categories	Number of questions
Schools	School Information	10
	Principals' Information	11
	Teaching Material	8
	School Facilities	12
	School Facilities and Provision	39
	School Rehabilitation	16
	Psychosocial Support to Iraqi Children	6
	Pupils' Information	7 tables with various questions
	School Field Visit Checklist	47
Teachers	Teachers' Info	8
	Training	5
	Attitudes: Academic Achievement and Psychological Problems of IC	12
Students	Demographics	12
	Absenteeism, Lateness, Academic Problems	20
Parents	Demographics	6
	Adaptation, Academic Challenges, Psychological Support and Dropout Rates	17

To seek further clarification and feedback, most of the categories offered at least one open-ended question. These questions yielded valuable feedback, particularly from teachers and parents.

Interview guide approach: To provide in-depth understanding of the overall project, interviews were conducted with key UNICEF, EU, MoE and NGO staff directly involved in the design, planning, and the execution of the project. To conduct these interviews, the lead evaluator used an interview guide that included questions about project goals, effectiveness, planning and coordination, roles (assumptions and constraints), efficiency, sustainability,

and communication and reporting (See Annex F).

With minor adaptations, these categories were used with all interviewees. As permission was asked to record each interview, each interviewee was ensured of the confidentiality of the information. During the interviews, interviewees were probed for more in-depth responses.

To summarize this part of the data collection, the following table aligns project goals with participants, type of information, and instruments.

Table 2: ESIRC project goals, information source and instruments

ESIRC project goals	Information Source	Type of information	Instruments
Improve/rehabilitate school buildings and sanitary facilities	UNICEF, MoE officials	Number of schools rehabilitated	Questionnaire
Provide educational supplies and furniture	MoE officials, Schools' principals,	Number of students benefiting from supplies Number of schools furnished, etc.	Questionnaire, interviews
Enhance pedagogical/ learning environment by developing schools' capacity to integrate Iraqi refugee children	Schools' principals, teachers	Number of workshops and trainings offered for teachers	Questionnaire, interviews

Data Collection Process

Our data collection process included two phases: first, after completing/translating all surveys from English to Arabic, teams administering the surveys went through multiple training sessions. During these sessions, surveys were reviewed question-by-question, and data collection protocol and steps were explained. This first phase ensured common understanding of the survey questions and the data collection process.

Second, all surveys were piloted among a sample of principals, teachers, and pupils. Besides addressing minor language tweaking and formulation issues, the pilot phase helped us identify the length of time needed to complete the survey. Combined, these two steps contributed to the overall validity of our data collection tools.

Data Cleaning Process

To ensure accuracy and consistency of data entering, several steps were implemented before and after data preparation and entry. Before data entry, a data entry matrix was designed to streamline data coding and alignment of the four different parts of the surveys. Using this matrix, the lead evaluator completed sample surveys and identified questions which required additional attention. After the data entry completion, a global consistency check was conducted, using SPSS. Frequency tables were used to flag out inconsistent data.

2.1 Sample

With the exception of the 17 schools that weren't included in the sample for logistical and timing reasons (end of year school activities), 123 schools were surveyed. For the teachers and pupils, we followed a systematic random sampling approach in which every subject has an equal chance of being selected. Based on this, our sample included the following population: 740 teachers representing different grades and gender, and 3390 pupils representing different grades and gender, with a 40/60% distribution among Syrians and Iraqis.



For the community interviews, we invited 454 parents selected from all the schools that were included in the survey. Since we lacked a clear picture of the population, it was difficult to use the same random sampling approach. Thus, we opted for a sample which would be feasible to achieve within the logistical constraints faced during the data collection (parents' inability to come to school, end of school year). As a reminder, our sample is roughly 70% of what UNHCR studies used in IPSOS II, in which they interviewed 754 Iraqi families. Finally, for the interviews, we interviewed 12 key stakeholders, as detailed in Table 3.

Table 3: List of interviewed stakeholders.

Organization	Number of staff	Role
UNICEF Project Sponsor	5 staff members (senior leadership, officers, and engineers)	Played a formal role in the project planning and execution Provided essential skills and information about the project
EU Funding agency	2 staff members (project officers)	Played a formal role in the project planning and execution
NGO: Premiere Urgence	1 staff member	Played a formal role in the execution of one aspect of the project
MoE Beneficiaries	4 staff members (senior leadership, heads of departments)	Played a formal role in the project planning and execution Provided essential skills and information about the project

2.2 Data Analysis

After cleaning and preparing the data for all four surveys, a statistical software package (SPSS) was used to generate basic descriptive, frequency, and crosstab statistics. This basic analysis was sufficient to exploit the data. Open-ended questions were grouped, reviewed, and categorized. Similarly, interviews were analyzed using the interview guide questions. Key points and ideas were identified and categorized as well.

In the next section, we present the evaluation findings organized in headings corresponding to the four different surveys taken: schools, teachers, students, and parents.

Program of Support to Syrian Education in Areas Affected by a Large Influx of Iraqi Refugee Children



3. EVALUATION FINDINGS

3.1 Part I: School Survey Results

School Demographics

For logistical reasons, only 123 schools out of the 140 involved in the project participated in this evaluation, representing 88% of the 140 targeted schools. This section of the report reviews the characteristics of these schools, including principals' demographics, experience, and degrees.

As shown in Table 4, more than 50% of the 123 schools serve a Level I population (Grade 1 to Grade 6). Of these schools, 33% are multi-shift schools, and 50% are mixed. The average number of classrooms per school is 18, ranging from 6 to 37 classrooms per school. More than 70% of these schools have 20 classrooms or more.

Table 4: Schools' Characteristics

Level	Number	%
BE Level I	62	50.41
BE Level II	35	28.46
BE Level III	19	15.45
School Type		
Regular	82	66.67
Multi-shift	41	33.33
School Category		
Boys	30	24.39
Girls	31	25.20
Mixed	62	50.41
Number of Teachers		
Male	799	19.7
Female	3260	80.3

With more than 80.3% of the total, female teachers are in the teaching majority. Similarly, school leadership is mainly female, with 71.54%. More than half of these principals completed a teaching institute degree and 29.27% hold a university degree.

The teacher-student ratio average is 23, with a standard deviation of 9.3. Indeed, more than 90% of teachers have an average of 30 students per class, while the remaining 10% of teachers' classes ranged between 6 and 55 students.

Table 5: Principals' Demographics

Principals	Number	Percentage
Male	35	28.46
Female	88	71.54
Degree		
High school	1	0.81
Teaching Institute	63	51.22
1-yr teacher diploma	23	18.70
University degree	36	29.27

In terms of experience, the data shows a consistent average of 12.29 years of experience as a teacher and 8.67 years as a principal.

Table 6: Principals' Experience

Principals' Experience	Number	Std. Dev.
As a teacher	12.29	7.05
As a principal	8.67	7.06
As a principal of current school	6.91	6.02

Principals' training

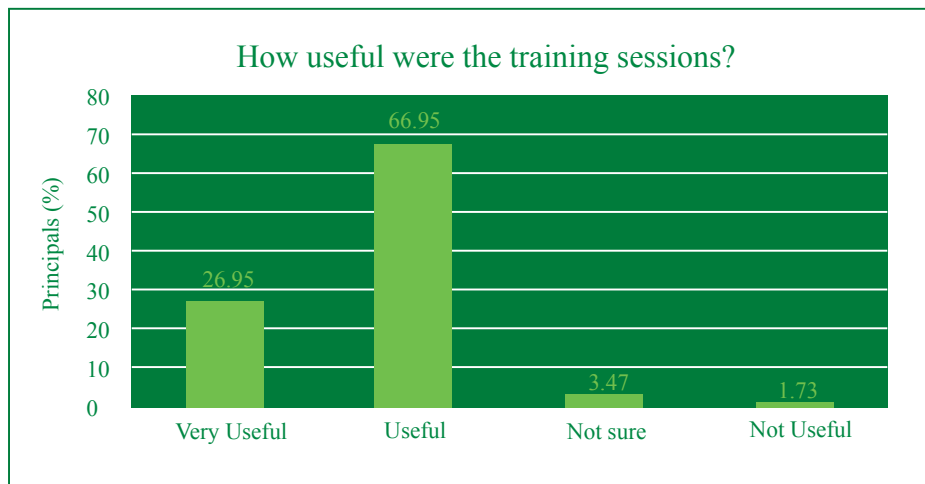
More than 93% of the principals reported that they had participated in at least two training sessions provided by ESIRC project. Out of 123 principals, 79 had attended three to five sessions. Only 6.5% hadn't attended any trainings sessions. Of those who attended the sessions, only 22 principals (17.89%) attended sessions related to the management of schools; 16.26% attended sessions dealing with the management of educational activities.

Table 7: Usefulness and effectiveness of the training sessions attended by the principals*

How useful were the training sessions?	Number	Percentage
Very useful	31	26.95
Useful	77	66.95
I don't know	4	3.47
Not useful	2	1.73
How effective were the training sessions?		
Very effective	18	15.65
Effective	83	72.17
I don't know	10	8.69
Ineffective	4	3.47

* Number of respondents: 115.

Figure 1: Usefulness of principals' training sessions



Overall, the results of the questions related to training effectiveness and usefulness were indicative of a high level of satisfaction. Almost 90% of the attendees found the sessions to be useful and 87.82% found them to be effective. Less than 4% of the attendees expressed their dissatisfaction with the training sessions' effectiveness. In this regard, it's noteworthy to point out that the success of the training activities predicates the usefulness of the CFS as a framework for training and overall quality improvement.

Figure 2: Effectiveness of principals' training sessions



Teaching aids

67.42% of principals reported that more than eight of their schools' teachers use various teachings aids (posters, maps, paper board, visuals) in their classrooms. Similarly, 60.97% of the teachers use the library. 62.6% of the principals reported that half of their students use the library; 17.88% reported that all of their students use the library.

Provision of Supplies

In coordination with the MoE and as part of an integrated approach to improve the quality of the learning environment, UNICEF distributed supplies to all participating schools. These supplies included (1) school and classroom equipment such as an electrical water coolers, heaters, curtains, etc. (see Table 8 below) and (2) teaching materials such as math and science teaching kits and recreational kits.

Table 8: Number of schools and quantity of supplies received during 2008 and 2009

List of items	2008		2009	
	Number of Schools	Quantity Received	Number of Schools	Quantity Received
Cabinets	85	571	7	115
Computer chair	83	124	2	2
Curtains	73	2321	39	1227
Electrical water cooler	26	27	50	52
Fans	111	1557	1	2
Fire extinguishers	115	442	1	10
First aid kit	43	45	20	22
Fridge	45	45	63	63
Heaters	86	949	3	22
Leather chairs	105	1696	2	40
Loud speaker	91	145	3	7
Oil tanks (Mazout)	114	123	1	1
Phone	3	4	3	3
Pupil chairs	105	3622	2	60
Stabilizers	111	118	1	1
Teachers chairs	101	1660	4	74
Teachers desks	57	455	0	
Wall cabinet	14	110	50	861
Water cooler	113	119	4	4
Water filter	102	111	13	13
Water pumps	73	75	3	4
Water tanks	111	143	11	11
Wheel chair	8	11	2	3
White boards	119	2142	4	51
Wood desks	91	354	9	22

Table 9: Number of schools and quantity of teaching materials received during 2008 and 2009

List of items	2008		2009	
	Number of Schools	Quantity Received	Number of Schools	Quantity Received
Calculator	24	26	45	50
DVD	37	38	14	14
Library books	102	15,618	15	2264
Markers	113	11,047	2	33
Mathematics teaching kits	14	28	107	212
PC	95	152	1	2
Photocopiers	106	110	7	10
Printers	87	148	1	5
Radio	77	80	5	6
Science teaching kits	14	27	105	210
Sports kits	13	14	106	124
Tape recorder	59	105	8	24
TV	67	69	1	1

Schools were provided with resources such as library books (an average of 150 books per school), computers, and printers (1 per school). During 2009, UNICEF delivered more math and science teaching kits, as well as sports kits (see Table 9). Based on the self-reported data, schools benefited from various items, with a different focus in 2009 when some items were more popular than others (water cooler, fridges and wall cabinets).

School Rehabilitation

As shown in Table 10, participating schools reported benefiting from several rehabilitation projects targeting sanitation and water support. This included the installation of water taps in 27 schools, painting and repainting of 23 schools, and the repair of 21 bathrooms and 8 urinals.

Table 10: Number of schools and quantity of rehabilitation work received during 2008 and 2009

List of Items	2008		2009	
	Number of Schools	Quantity Received	Number of Schools	Quantity Received
Ceramics	23	111	7	27
WC	21	134	5	25
Cabinets	25	153	3	23
Floors	11	90	3	4
Interior & exterior painting	18	168	5	5
Interior and exterior painting	23	349	5	62
New electric fixture	16	26	2	2



Doors	27	334	4	55
Urinal repair	8	32	1	1
Stair repair	5	8	3	3
Water taps	27	275	6	57
Windows	6	45	2	23

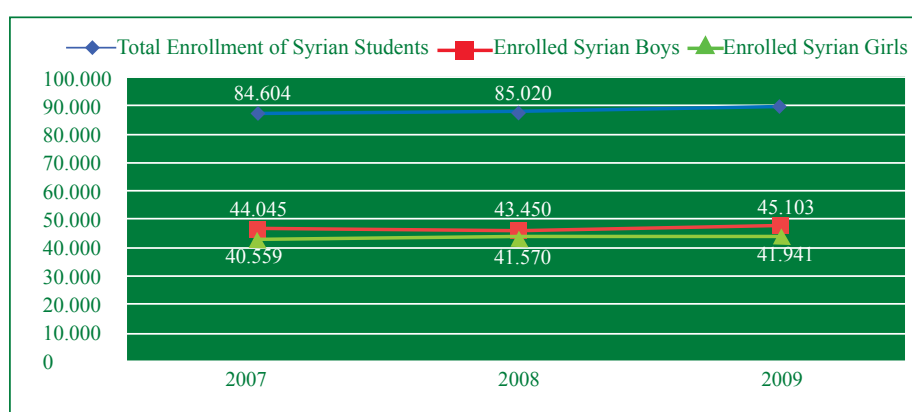
Enrollment of Syrian Children

Based on MoE data, Syrian students' enrollment increased on average by 1.5% per year between 2007-2009 (Table 11). A minor decline is observed in 2008 for Syrian boys, whereas Syrian girls' enrollment increased slightly in 2009.

Table 11: Syrian Children's Enrollment Trend

	School Year Ending				
	2007	2008	2009	2007 and 2008 %	2008 and 2009 %
Enrolled Syrian Boys	44,045	43,450	45,103	-1.35	3.80
Enrolled Syrian Girls	40,559	41,570	41,941	2.49	0.89
Total	84,604	85,020	87,044	0.49	2.38

Figure 3: Enrollment of Syrian Children



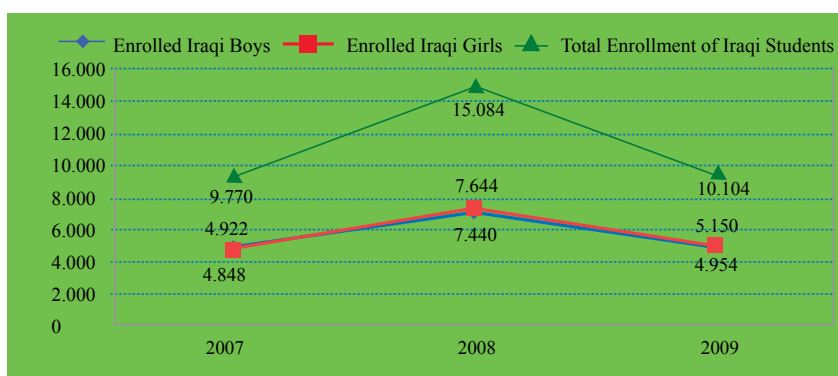
Enrollment of Iraqi Children

As shown in Table 4, Iraqi students' enrollment increased sharply – by 54% -- in 2007 and 2008, to decline sharply – by 33% -- in 2008 and 2009. While Iraqi girls' enrollment was slightly higher than Iraqi boys' enrollment (58% versus 51%) during 2007-2008, the enrollment decline was similar (33% for both boys and girls).

Table 12: Iraqi Children's Enrollment Trend

	School Year Ending				
	2007	2008	2009	2007 and 2008 %	2008 and 2009 %
Enrolled Iraqi Boys	4,922	7,440	4,954	51%	-33%
Enrolled Iraqi Girls	4,848	7,644	5,150	58%	-33%
Total	9,770	15,084	10,104	54%	-33%

Figure 4: Enrollment of Iraqi Children



The main factors identified by the principals to explain the possible reasons for this sudden decline in enrollment for Iraqi children include motivational, administrative, and educational factors. 43% of the principals attribute this non-enrollment to a lack of interest in school. This is followed by repeated failure (18.7%), illegal status (11.38%), and fear of deportation or expirations of residency permit (5.69%).

Table 13: Reasons mentioned by principals for Iraqi students' dropping out of school

Reasons mentioned by Principals	Number	%
Not interested in school	53	43.09
Repeated failure	23	18.70
Illegal status	14	11.38
Fear of deportation	7	5.69
Expiration of residency permit	7	5.69
Completion of secondary level education	9	7.32
Return to Iraq	11	8.94
Fast-paced curriculum	5	4.07

To better understand this phenomenon, our survey questions initially included questions related to school dropouts and repeaters, detailed by grade and gender. Unfortunately, most of the principals didn't complete that part of the survey accurately and consistently. Consequently, after reviewing and analyzing the data, we concluded that the data was not usable.

Conditions of School Materials and Rehabilitation Work

Using a self-evaluation checklist, principals were asked to rate the state of the materials and supplies received in 2008 and 2009. A scale ranging from unsatisfactory (1) to excellent (5) was used for each item. Overall, the self-reported survey data (sorted in Table 14) shows that materials and supplies remained, by and large, in good condition. With the exception of water and sanitation-related items (toilets, water taps, urinals, and interior/exterior painting) that slightly deteriorated, more than two thirds of the remaining items were reported to be in good-to-excellent condition.

Table 14: Condition of material and supplies provided to schools

Material and supplies	Number of Schools	Average (1 to 5)	Std. Dev.
Calculator	86	3.37	1.23
Ceramics	116	2.58	1.07
Computer chair	105	3.94	1.05
Curtains	114	3.39	1.01
Doors	111	2.57	0.98
DVD	78	3.92	1.14
Electric fixture	111	2.95	0.95
Electrical water cooler	99	3.89	1.13
Fans	115	3.73	0.73
Fire extinguisher	119	4.07	0.7
Floors	101	2.65	1.08
Fridge	111	4.27	0.52
Heaters	114	3.34	0.99
Interior & exterior painting	114	2.68	0.91
Interior and exterior painting of class rooms	112	2.76	0.88
Leather chairs	116	3.75	0.8
Library books	121	3.81	0.7
Library Cabinets	101	3.54	1.04
Library Cabinets	106	3.63	1.03
Loud speaker	108	3.94	0.95
Mathematics teaching kits	122	4.34	0.63
Oil tanks (Mazout)	118	3.92	0.61
PC	111	4.13	0.99
Phone	70	2.91	1.49
Photocopiers	117	4.21	0.79
Printers	105	4.13	1.01
Pupil chairs	120	3.01	0.87
Radio	96	3.77	1.19
Science teaching kits	121	4.36	0.63
Sports kits	119	4.31	0.71
Stabilizers	117	3.95	0.85
Stairs	112	3.13	0.89
Tape recorder	97	3.64	1.2
Teachers chairs	118	3.47	0.79
Teachers desks	112	3.35	0.84
TV	98	4.1	0.89
Urinals	77	2.26	1.07
Wall cabinet	81	3.89	1.11
Water cooler	120	4.13	0.62
Water pumps	96	3.81	0.93
Water tanks	122	3.88	0.73
Water taps	118	2.53	1.09
WC	117	2.64	1.06
Wheelchair	39	2.26	1.73
White boards	122	4.21	0.61
Windows	111	2.56	0.87
Wood desks	118	3.73	0.9

In terms of additional repairs, all of the principals expressed their interest in additional rehabilitation, materials, or supplies. In terms in rehabilitation, more than one third of the principals requested sanitation-related work: water, sanitation, bathrooms, water taps, tanks, and heating. In addition, several principals expressed their interest in refurbishing external school facilities by building school fences, repairing windows and doors. Interestingly, several principals expressed their interest in rehabilitating schools' playgrounds. This expression of needs is indicative that the rehabilitation work didn't cover all the needs, which requires a close follow-up by UNICEF and EU.

Table 15: Additional repairs requested by principals

Items with repair needed	Number	Percentage
Ceramics	76	61.79
Cabinets	53	43.1
Interior and Exterior Painting	83	67.5
Interior and exterior painting of classrooms	90	73.2
New electric fixture	76	61.79
Repair of urinals	55	44.7
Repairing and painting of doors	103	83.74
Repairing of floors	60	48.8
Repairing of stairs	56	45.5
Water taps	88	71.5
WC	90	73.2
Windows	93	75.6
Number of Rehabilitated Classrooms	15	114
Number of Planned Classrooms	36	177

Child-friendly Schools

Working closely with the MoE, UNICEF established a Child Friendly Schools framework and conducted training sessions in several schools. This approach aimed to improve the school learning environment by providing a safe and secure school environment and by offering recreational activities, projects, and arts and crafts, as well as psychosocial counseling to Iraqi children. Table 17 indicates that more than 55.3 % of schools have implemented one or more of the CFS framework principles (see Table 16 for details). Indeed, 31 to 68 schools reported applying the CFS principals.

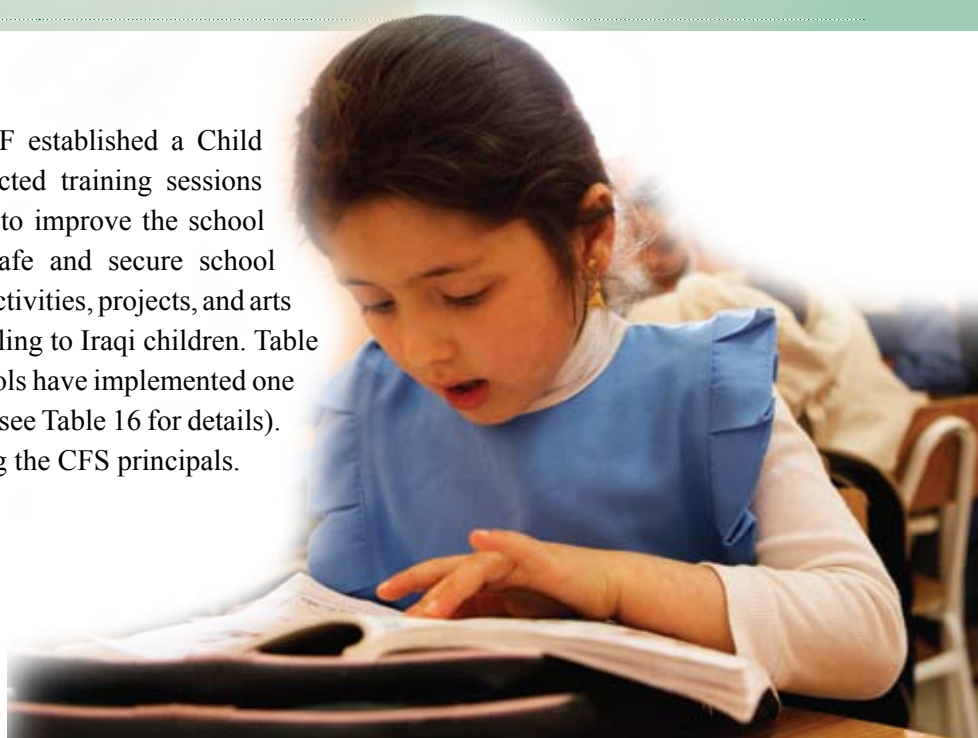


Table 16: CFS Framework and Reference

Improved school management role in providing protective environment opportunity	Criterion 1- School has an active school board, having in its membership students, parents, teachers, school management, and local community representatives. Criterion 2- Children participate in all school processes to enhance their sense of responsibility and self-confidence. Criterion 6- School actively communicates with parents and local community.
Improved school physical and learning environment	Criterion 3- School provides a positive inclusive environment for children with special needs. Criterion 4- School provides physical and psychological health care to its children. Criterion 8- School building provides a healthy and safe environment for children, and serves the purpose of teaching and learning.
Improve school protective environment	Criterion 5- School promotes practices of equality and justice among its students and among its staff, and enforces principles of non-discrimination.
Improved pedagogical environment	Criterion 7- School educational and administrative staff are continually involved in self-learning and enhancement of competencies. Criterion 9- School applies active learning techniques, relevant to the local environment, so that the learning environment becomes interesting and attractive to children.
Improved teaching/ learning aid including technology	Criterion 10- Learning resources at school are diverse and employ modern technology.

Table 17: Child-friendly schools' criteria applied

Child-friendly school criteria	Number	%
Child-friendly school – Criteria 1	68	55.3
Child-friendly school - Criteria 2	47	38.2
Child-friendly school - Criteria 3	49	39.8
Child-friendly school - Criteria 4	29	23.6
Child-friendly school - Criteria 5	35	28.5
Child-friendly school - Criteria 6	32	26
Child-friendly school - Criteria 7	25	20.3
Child-friendly school - Criteria 8	18	14.6
Child-friendly school - Criteria 9	19	15.4
Child-friendly school - Criteria 10	31	25.2

The implementation of CFS criteria is likely to influence and lead to overall improvement of the schools' learning environments. Implementing CFS as a comprehensive framework for improving access to and quality of education has proven to be effective in several other countries.

3.2 Part II: Teachers' Survey Results

Teachers' demographics

As reported in Table 17, more than 78% of the teaching force is made up of women, with slightly more than 42% having completed a teaching institute, and 38.77% holding a university degree.

Table 18: Table 1. Teachers' demographics

Teachers	Number	Percentage
Male	163	21.79
Female	584	78.07
Degree		
High school	72	9.63
Teaching Institute	320	42.78
1-yr teacher diploma	66	8.82
University degree	290	38.77

The data reveals that more than 60% of the teachers teach grades one through six; fewer than 6% teach grades 10 and higher. As for the distribution of the teaching load, almost 60% of the teachers teach four to six sections, with the remaining 40% teaching two to three sections.

In terms of experience, teachers reported having an average of 11.69 years of experience, with an average of 5.75 in their current school. Overall, 20% reported having more than 20 years of experience.

Teachers' training

More than 70% of the teachers who completed the survey reported that they had participated in two or more training sessions provided by the ESIRC project. More specifically, 331 of the 740 surveyed teachers reported having attended two or three sessions. 195 teachers (26.4%) reported having attended three to five sessions. However, interestingly, almost one third of the surveyed teachers reported that they didn't attend any of the training sessions. Of those who attended the sessions, only 32% indicated that they benefited from sessions on understanding the psychosocial environment, whereas more than 20% reported that they benefited from the session dealing with active learning methods and extra-curricular activities.

Table 19: Usefulness and effectiveness of the trainings sessions attended by teachers*

How useful were the training sessions?		
Very useful	151	29.49
Useful	316	61.71
I don't know	25	4.88
Not useful	27	5.2
Not very useful	5	0.9
How effective were the training sessions?		
Very effective	124	24.21
Effective	356	69.53
I don't know	27	5.27
Ineffective	20	3.9
Very Ineffective	3	0.50

* Number of respondents: Usefulness, 524; Effectiveness, 530.



Figure 5: Usefulness of teachers' training sessions

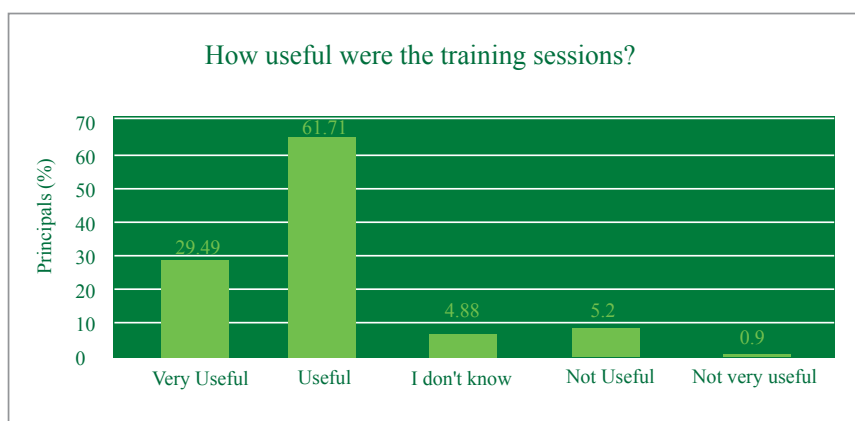
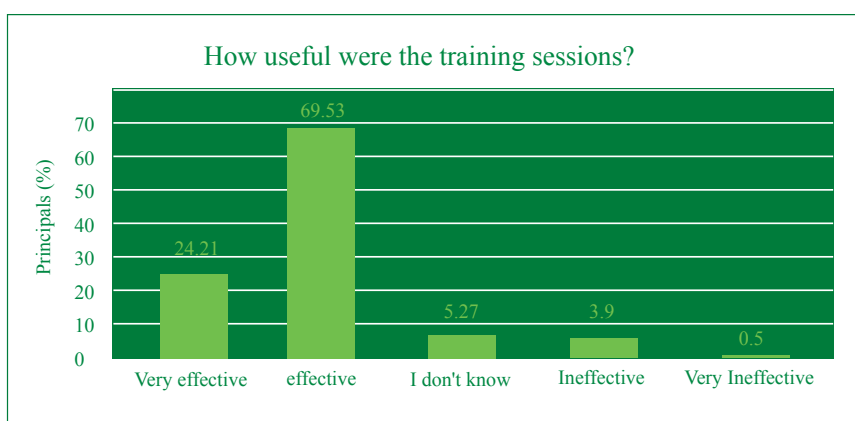


Figure 6: Effectiveness of teachers' training sessions



The results of the questions relating to the trainings' effectiveness and usefulness show a very high level of satisfaction, both in usefulness (91%) and in effectiveness (93.74%). Only a small minority (less than 4%) expressed their dissatisfaction with the training sessions. Overall, many teachers reported having attended prior professional development events. Among those reporting prior professional development, curriculum development and the use of information technology in planning and preparation were the most frequently reported topics studied.

Teachers' efforts in integrating Iraqi Children into school environments

The data collected provides an interesting insight about the teachers' perception and their ability to integrate the Iraqi children into the school environment at both the academic and the psychosocial level. All of the strategies were highly ranked, both at the academic and psychosocial level.

At the academic level, the data reveals that the majority of teachers showed flexibility and willingness, as well as an understanding of the psychological and academic problems of Iraqi children. In this regard, almost 90% of the teachers reported using active listening strategies with Iraqi Children. Similarly, almost 95% of the teachers mentioned that they are cooperative with the IC. Furthermore, the teachers surveyed not only reported that they involve IC in their classrooms (97.2%), and make sure that IC are following their classroom activities (95.32%), but that they are proactively involved in solving some of the academic problems of the IC (89.5%).

Table 20: Teachers' strategies for IC integration

List of strategies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use active listening when dealing with Iraqi children	3 0.40	26 3.48	48 6.42	458 61.20	213 28.50
I'm cooperative with Iraqi children	3 0.40	2 0.27	28 3.74	361 48.26	352 47.06
I avoid prejudicial comments against Iraqi children	5 0.67	12 1.60	119 15.91	344 45.99	264 35.29
I'm involved in solving some of the academic problems of Iraqi children	1 0.10	11 1.50	64 8.60	422 56.70	245 32.80
I use conflict resolution techniques to resolve some of the Iraqi children's problems	3 0.40	53 7.09	264 35.29	300 40.11	119 15.91
I relate with Iraqi children's academic difficulties		8 1.07	30 4.01	424 56.68	278 37.17
I involve Iraqi children in my classroom activities			13 1.74	308 41.18	419 56.02
I make sure that Iraqi children are following my classes		2 0.27	27 3.61	356 47.59	357 47.73
I use numerous teaching and/or learning aids to allow Iraqi children to follow the classes	2 0.27	19 2.54	63 8.42	384 51.34	272 36.36

At the psychosocial level, as revealed in Table 20, the majority of the teachers recognize themselves as flexible and understanding to the IC's psychosocial problems. 75.8% consider themselves capable of recognizing distressed IC and 75.13% believe they relate to IC's emotional difficulties. Similarly, 81.28% avoid prejudicial comments against IC, and 61.36% report that they were involved in solving some of the psychosocial problems of the IC.

Table 21: Teachers' strategies for dealing with the psychological problems of IC

List of strategies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I'm able to recognize distressed Iraqi children	2 0.27	23 3.07	155 20.72	371 49.60	196 26.20
I avoid prejudicial comments against Iraqi children	5 0.67	12 1.60	119 15.91	344 45.99	264 35.29
I'm involved in solving some of psychosocial problems of the Iraqi children	3 0.40	41 5.48	241 32.22	291 38.90	168 22.46
I relate with Iraqi children's emotional difficulties		11 1.47	164 21.93	321 42.91	241 32.22

In their response to the open-ended question which asked them to make recommendations of ways to improve the integration of IC into Syrian schools, the teachers provided a wealth of recommendations, ideas, and suggestions. More than 87% made at least two suggestions. The predominant themes included two main categories:

- 1 - Remediation. The majority of teachers recommended offering the IC remediation classes on a variety of topics including Arabic, English, French, and Math. With a particular emphasis on language, a large number of teachers suggested that the IC should speak the standard Arabic language instead of the Iraqi dialect. Interestingly, some teachers suggested involving experienced Iraqi teachers to alleviate the IC's feelings of fear and insecurity. Less frequently, suggestions included the use of computers and curriculum adaptation as ways to facilitate the academic integration of IC.
- 2 - **Psychological support.** Suggestions for psychological support emphasized the need for fairness and a lack of discrimination against IC. Equal treatment and non-discrimination were mentioned repeatedly. One of the most powerful illustrations of these opinions was made by one of the respondents who suggested *“dealing with them as children instead of dealing with them as Iraqis.”* Similarly, a large number of teachers recommended *showing interest, reinforcing self-confidence, encouraging, and involving IC in classroom and school activities.* In addition, several teachers reiterated the need to alleviate the IC's feelings of anxiety, fear, and insecurity by *giving a wider role to the school psychosocial counselor and by encouraging close coordination and follow-up with families.*

In contrast, a few respondents reported that IC are integrated and don't need any special treatment. Two or three teachers recommended segregating IC from Syrian students because of their negative impact on Syrian students. Two particular teachers raised the issue of jealousy created by the support and attention received by IC, which was seen as likely to increase resentment among local population.

3.3 Part III: Students' Survey Results

Students' demographics

The student population sample comprised a total of 3390 respondents selected from 113 schools in rural Damascus. The sample included 50.38% females and 49.32% males. With less than 15 % aged between 15 and 18, 78.6% of these students were aged between 9-14 years. Of these students, about 63% of the IC are enrolled in grades one through six, and 37.32% of these students are enrolled in grades six and higher.

Table 22: Students' demographics

Students	Number	Percentage
Male	1713	50.38
Female	1677	49.32

Table 23: Number of Iraqi and Syrian students by grade

	1	2	3	4	5	6	7	8	9	10	11	12	Total
Syrian	118	128	159	132	141	141	89	101	31	102	108	4	1254
Iraqi	169	243	209	211	221	233	250	227	32	130	127	0	2052

60.4% of the surveyed students identified themselves as Iraqis, 36.9% as Syrians, 1.4% as Palestinians, and 0.5% as Others, which included various nationalities (students of Jordanian, Iranian, American, Somali, and Afghani descent).

Figure 7: Percentages of students by nationality

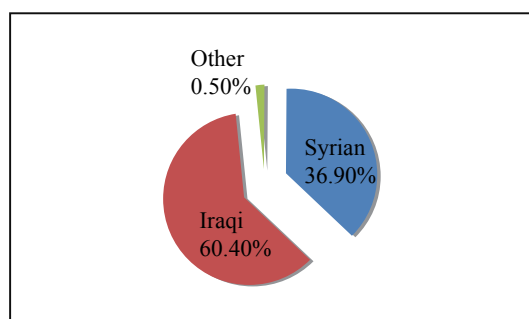


Table 24: Percentage of students reporting missing school items

Do you have your	Yes	No
Required textbooks	96.62	3.03
School uniform	97.74	2.09

Table 25: Percentage of students reporting other issues

	Yes	No
Hungry at school	41.88	57.65
Safe at school	92.94	6.82
Change your school	31.64	68.12



While only 2-3% of the surveyed students reported missing textbooks and school uniforms, 41.8% (1424) students reported feeling hungry at school (Table 24). When examined more closely, this data reveals a difference between Iraqi and Syrian students, particularly between girls (7.8% for Syrian girls versus 13.8% for Iraqi girls).

Table 26: Percentage and number of Iraqi and Syrian students reported as “feeling hungry at school”

	Syrian				Iraqi			
	Boys		Girls		Boys		Girls	
Yes	269	8.0%	262	7.8%	392	11.6%	465	13.8%
No	377	11.2%	343	10.2%	625	18.5%	557	16.5%

A similar trend is observed when students are asked about why they changed to a different school. Again, 10.6% of students who answered the question were Syrian, with an even split between boys and girls; whereas 20.3% were Iraqi. Among the most common reasons mentioned for school change were changing domicile (16.35%) and looking for a better school (5.38%). 73.1% of these students were Iraqi.

Table 27: Percentage of students’ absenteeism and lateness for school

School absenteeism	Number	Percentage
Never	559	16.44
1-3 days	1357	39.91
4-6 days	705	20.74
7-9 days	394	11.59
More than ten days	378	11.12
Late to school		
Never	1806	53.12
1-3 times	1157	34.03
4-6 times	253	7.44
7-9 times	77	2.26
More than ten times	99	2.91

In terms of absenteeism and tardiness to school, 60.65% of the respondents reported being absent for between one and six days, and fully 34.03% report being late between one and three times. Illness (58.15%), being outside the country (12.24%), and household chores (6.06%) were among the main reasons of absenteeism. In Table 26, we observe IC reasons for being absent from school.

Table 28: Reasons for absenteeism among Syrians and Iraqi students

Reasons	Syrians	Iraqis
Household duties	35.29 %	62.25 %
Outside of the country	18.12 %	79.71 %
Illness	37.28 %	60.69 %

More specifically, 22% of the Iraqi students mentioned administrative reasons related to required meeting with UN agencies. Other cited reasons included waking late, weather, and various other reasons (fear of punishment, illness, travel, bullying, etc.).

Roughly more than half of the students reported sleep-related reasons (sleeping/waking up late) as the main cause for their tardiness to school. 12.62% mentioned the distance between their home and their school as one of the reasons. Various other reasons were mentioned including the lack of a clock, unwillingness to attend school, and intentionally missing the first session.

Table 29: Number of Syrian and Iraqi students reporting having problems at school

	Total number of students	Syrian	Iraqi
Inability to follow up with the curriculum	960	302	658
Low grades	656	219	437
Stress/anxiety	161	57	104
Not having school uniform	7	1	6
Not having school material	13	6	7
Fear of punishment from teacher	522	205	317
Fear of bad treatment from other students	555	208	347
Inadequate physical infrastructure	780	255	525

Among Syrian students, 31.46% of the respondents to this question mentioned their inability to follow up with the curriculum as one of the main problems faced at school, followed by inadequate physical infrastructure. Similarly, 68.54% of the Iraqi respondents identified their inability to follow up with the curriculum as the main reason, but their other responses included low grades and fear of bad treatment from other students. Fear of teacher punishment and bad treatment of other students were also reported by respondents, with a higher percentage appearing for the Iraqi children (62.52% for Iraqi versus 37.48% for Syrian).

Table 30: Communication about problems at school

I talk about problems to:	Number	Percentage
No one	891	26.2
My parents	1439	42.3
My relatives	54	1.6
My brothers or sisters	143	4.2
My teacher	534	15.7
My school counselor	141	4.1
My school psychosocial counselor	178	5.2
My friends	601	17.7

When faced with problems, 42.3% of the responding students talk to their parents, followed by friends (17.7%), and their teacher (15.7%). Interestingly, only 5.2% discuss their problems with the school psychosocial counselor, and only 4.1% talk to the school counselor, whereas 26.2% of the surveyed students don't talk to anyone about their problems. A few other students reported talking to the principal.

In both the Iraqi and Syrian students, proportionally speaking, we observe the same pattern. Their choices are, in this order: parents, friends, teachers, and school counselors.



Table 31: Students' feelings of unhappiness at school

I share unhappiness with:	Number	Percentage
No one	481	14.1
My parents	1664	48.9
My relatives	109	3.2
My brothers or sisters	324	9.5
My teacher	278	8.2
My school counselor	46	1.4
My school psychosocial counselor	94	2.8
My friends	1303	38.2

Similar to the data on students' reporting of problems, 48.9% of the respondents reported sharing their unhappiness by talking to their parents when they feel unhappy, followed by talking with friends, brothers/sisters, and teachers. Again, school counselors and psychosocial counselors were rarely consulted (1.4% and 2.8%).

Table 32: Students' feelings of happiness at school

Feeling of happiness at school	Valid	Percentage
Acquire new things	1497	44
Good grades	1087	32
Being together with friends	2147	63.1
Good teachers	674	19.8
Good textbooks	96	2.8
Being safe and protected	286	8.4
Forgetting my problems at home	209	6.1

Being with friends was identified as the most important source of happiness at school, followed by acquiring new things, earning good grades, and having good teachers. The data also revealed that a feeling of protection and safety was a source of happiness for 8.4% of the respondents.

Table 33: Students' needs (to study well)

Study Well	Number	Percentage
Good teachers	951	28.00
Good textbooks	465	13.70
Remedial classes	1153	33.90
To be safe and protected	296	8.70

When asked what students needed in order to study well, remedial classes were identified as the main factor (33.9%), followed by good teachers (28%) and good textbooks (13.7%). 8.7% of the students identified feelings of safety and protection as one of the reasons for success. 5% of these students reported their need for their family member, particularly their mother (followed by father or sibling). A few other students recognized the need for additional personal efforts, where others expressed the need for more encouragement, support, and appreciation from their teachers.

While we expected some minor variation, overall, these patterns are similar for both Syrian and Iraqi students. These results suggest that encouragement and support of students, if pursued with parental involvement, can make a difference in students' learning outcomes and success. Such testimonies from students reveal a high level of motivation and a willingness to succeed.

Roughly 95% of the Iraqi and Syrian students report feeling accepted at school. The remaining 5% of the students feel unaccepted either because of their Iraqi origin, or because of bullying, discrimination, or a lack of friends. In terms of inclusion, the same pattern is observed with a minor difference between Iraqi and Syrian students (97.4% versus 96.1%). The remaining students reported the same reasons: a feeling of discrimination, bullying, and a feeling of strangeness.

Table 34: Academic challenges faced by students

Type of challenges	N	%
Academic challenges - Entry Exam	417	12.3
Difficult curriculum	1452	42.7
Language difficulty	916	26.5
Did you benefit from any remedial classes?	788	23.2
Extra classes	328	9.6
Language classes	472	13.9

Regarding academic challenges faced by the respondents, 42.7% reported curriculum difficulties, followed by language difficulties (particularly in English and French). Overall, 23.2 of these students benefited from remedial classes, with 9.6% taking extra classes (Math, Physics) and 13.9 taking language classes (English, Arabic, and French).

As a future occupation, the respondents expressed interest in a wide variety of professions, including becoming doctors, engineers, teachers, scientists, pharmacists, artists, pilots, lawyers, officers, soccer players, and even a prime minister.

3.4 Part VI: Parents' Survey Results

Parents' demographics

The parent population sample comprised a total of 413 respondents selected from 113 schools in rural Damascus. The sample included 70.9% females and 28.8% males. The average age was 40, with less than 10% aged between 50 and 70. 10% of the parents were less than 30 years of age, fewer than 50% were between 30 and 40 years of age, and the remaining 40% were between 40 and 70 years of age. Of these parents, 60.79% identified themselves as mothers and 24.01% as fathers. The rest identified themselves as sisters or relatives.

Over 73% of the respondents had completed their secondary education or higher. Among these parents, 30.84% had obtained a University degree, showing a highly educated population. In contrast, less than 5% identified themselves as illiterate or uneducated. Most of the parents had completed their secondary education or higher.

When asked if they had enrolled all of their children, 80.84% of the parents responded positively. Only 9.91% indicated they hadn't enrolled all of their children. Less than 6% had one non-enrolled child, 2.42% had two non-enrolled children, and only one reporting parent had 5 non-enrolled children. Factors relating to non-enrollment included exam failure and disability, followed by residency paperwork problems, school records, and the inability to cover school expenses.



Parents' perception of their children's adaptation to school

In terms of adaptation to the curriculum, over 70% of the parents reported thinking that their children were coping either well or very well with the Syrian curriculum. This rate was even higher in responding to their students' adaptation to the school environment. Almost 95% of the parents perceived their children as adapting well to very well to the school environment. This perception was translated into their level of comfort with their children attending school; more than 84% of the parents reported feeling very comfortable or comfortable about their children attending school.

However, 10.35% of the parents expressed that their children needed help to adapt to the Syrian curriculum, and 4.63% reported feeling uncomfortable about their children attending school.

Table 35: Parents' perceptions of their children's adaptation to the school environment

How is your child adapting to the Syrian curriculum?	Frequency	Percentage
Very well	142	31.28
Well	200	44.05
I don't know	6	1.32
Not so well	16	3.52
Needs help	47	10.35
How is your child coping with the new school environment?	Frequency	Percentage
Very well	133	29.30
Well	252	55.51
I don't know	7	1.54
Not so well	12	2.64
Needs help	7	1.54
How do you feel about your child attending his/her school?	Frequency	Percentage
Very comfortable	200	44.05
Comfortable	185	40.75
I don't know	3	0.66
Uncomfortable	21	4.63
Very uncomfortable	1	0.22
How does your child speak about school?	Frequency	Percentage
Very positively	81	17.84
Positively	272	59.91
Neutral	38	8.37
Negatively	15	3.30
Very negatively	1	0.22

The previous positive attitude toward school was confirmed when parents were asked about how their children speak about school. Almost 78% of the parents reported that their children speak either very positively (17.84%) or positively (60%), whereas 8% reported that their children feel neutral towards school. Only 3.3% of parents reported that their children speak negatively about the school.

When asked about specific problems faced at school by their children, parents expressed concerns with their children's inability to follow curriculum (23%), fear of bad treatment from other students (18.89%), and inadequate school infrastructure (16.95%). Fear of punishment from teachers (5.57%), stress and anxiety (4.6%), and low grades (3.87) were also identified as problems faced by their children at school.

To address these problems, 20.7% of the parents reported talking with the principal, followed by talking with the teacher and talking with their own children. Surprisingly, 8% of the parents didn't take any action to address their children's problems.

Assistance received by parents

61.7% of the surveyed parents reported receiving assistance. School materials, textbooks, and food were the main items that half of the parents reported receiving. 10% of the parents received money and medical assistance. 23.8% of the parents reported receiving psychological support. Among these, 12.8% were counseled by the teacher, followed by the school psychosocial counselor (9%) and the principal (5.9%).

Parental involvement

Parents also reported on their involvement. Almost one fourth of the parents reported going to school at least once a week. 11.45% of them reported visiting the school two to three times per week. 30% visited the school as needed. Almost all of the parents reported that they felt welcomed when they visited their children's school. Only 1.1% mentioned that they felt unwelcome upon visiting the school.

Among these parents, only 8.1% reported that they were very involved in their children's school activities. 44.6% indicated that they were involved. In contrast, 46% of the parents recognized their lack of involvement in their children's school activities. However, informal feedback from school principals indicated a high level of collaboration and cooperation from Iraqi parents.

Finally, only 9.91% of the parents reported that their children had left school. The main factors for their children's dropping out, in their order of importance, were: physical illness, physical disability, fast-paced curriculum, academic gaps due to disrupted schooling, lack of interest in school, repeated failure, and return to Iraq.

In the next section, we will answer the evaluation questions, briefly discuss the findings, and make recommendations for each question.



4. Analysis and Discussion of Findings

Based on the previous data analysis, interviews, and desk review, this section answers the initial evaluation questions and outlines specific recommendations and lessons learned. To avoid redundancy, some questions have been grouped together:

1- How many Iraqi Children (IC) benefited from the project?

Overall, the number of Iraqi children who benefited directly or indirectly from the project varied between 2007 (9.770) and 2009 (10.104), with a significant increase in 2008 (15.084) (see Figure 4). These official numbers reveal two observations: first, the project goal of providing access to 100.000 students was not reached. Second, we observed a sharp decline (-33%) in Iraqi children's enrollment in 2009. To elaborate upon the first observation, the goal was based on an inaccurate estimation of the total number of Iraqi students residing in Syria, resulting in a major difference between the project's goal and the total number of its beneficiaries. In addition, two other major reasons for the decline were mentioned by the interviewees: the short timeline of the project's execution (18 months) and the inability to mobilize and educate the targeted community about the project's goals and activities.

Regarding the second observation, the sharp decline observed in 2009 was due to several reasons. Among them were Iraqis returning to their home country, lack of interest in school, and expiration of residency permits.

2- What interventions were the most effective in increasing access of IC to quality education?

3- Were the undertaken activities an appropriate response to the needs of the targeted population?

In terms of effectiveness, several indicators from the survey and the interviews reveal that UNICEF was generally effective in delivering intended inputs (supplies, materials). Overall, this approach of using the presence of Iraqi children as a momentum for school improvement was revealed to be effective and well-received, and lessened the potential negative perceptions of the host community vis-à-vis the influx of new Iraqi students.

Schools' Rehabilitation

Regarding supplies and rehabilitation, the project's accomplishments were impressive. Successful cooperation between UNICEF and the MoE helped to establish standards for rehabilitation and supplies, providing a systematic approach to school rehabilitation.

Based on self-reported data, 4,059 teachers, 96,046 Syrian students, and 9,692 Iraqi students have benefited from the distribution of school supplies and the rehabilitation of schools. Hence, it's safe to conclude that the UNICEF goal to increase the enrollment of IC through the school construction program was partially attained.

Self-reported data indicates that double-shift schools, because of their higher usage levels, exhibited the greatest amount of stress on portions of physical plant such as urinals and water taps. This raises the issue of the ongoing maintenance of these facilities. The lack of a maintenance program is likely the main reason behind this deterioration of rehabilitated schools. The implementation of a systematic maintenance program based on established standards should prevent much of this deterioration from happening in the future.

Schools' Supplies and Material

Overall, the data indicates that the participating schools reported benefiting from supplies that included (1) school and classroom equipment such as an electrical water coolers, heaters, curtains, etc. (see Table 8 above for details) and (2) teaching materials such as math and science teaching kits and recreational kits. However, some interviewees reported that the wish-list provided in 2007-2008 didn't really contribute to the IC enrollment.

This situation was corrected in 2009 to focus on learning and teaching materials such as science and math kits. However, the project provided an opportunity for schools to acquire items that would be otherwise impossible to acquire (copiers, computers, etc.). In fact, it contributed to the establishment of a culture of standards for school supplies and materials based on a systematic process of needs identification, purchasing, and delivering to the different beneficiaries. According to several interviewees, the project initiated a shift from a more traditional centralized approach to a participatory approach which was more responsive to the needs of the schools.

Training

Following a train-the-trainers model, the project focused its activities on a few staff members (principal, one counselor and three teachers) at each school, with the assumption that follow-up training sessions would be conducted. Overall, the activities were well-received by principals and teachers, who reported a high level of satisfaction. Of those who attended the sessions, 32% indicated that they benefited from sessions on understanding the psychosocial environment, whereas a little more than 20% reported benefiting from sessions dealing with active learning methods and extra-curricular activities, which is a positive outcome for the overall training.

The MoE should follow-up on the train-the-trainers model and ensure that all teachers benefit from the training sessions, particularly the one-third of the surveyed teachers who didn't attend any of the training sessions.

4- What interventions were the most efficient in increasing access of IC to quality education?

In this document, efficiency is understood as the relationship between the project activities' cost and the overall project outcomes. This understanding requires great amount of financial data disaggregated by project activity. Lacking this type of disaggregated data made it not possible for us to conduct a thorough efficiency analysis. Our ability to link expenditures to project activities was limited as well, particularly when other funding streams were used in supporting some of the project activities (supplies and materials). Additionally, this lack of financial data constrained our understanding of the overall project sustainability. However, in spite of this lack of financial data, our interviews revealed that resources were applied appropriately to achieve project outcomes. This perceived efficiency is supported by the accomplishments of the project in terms of schools' getting rehabilitation, supplies, and materials, and by the overall satisfaction expressed by the MoE senior leadership towards the project outcomes. However, upcoming projects should give closer attention to all of the cost aspects related to efficiency. UNICEF should provide guidelines to estimate the full cost of project activities, including non-budgeted items such as UNICEF and MoE staff time. More importantly, financial data should be collated against project objectives and tracked throughout the project lifecycle.

5- Was a needs assessment of schools, principals/teachers, and IC conducted?

With the exception of some informal needs assessments at the school level, the project didn't include a systematic needs assessment of schools (material, needs, supplies, etc.), principals (training, support), teachers (training) or IC (needs, problems, challenges).

6- What are the external/internal constraints faced by each stakeholder?

An analysis of interview content revealed several external and internal constraints faced during project execution.

Among the constraints identified were:

- Lack of understanding of characteristics of targeted population
- Lack of communication and involvement of beneficiaries
- Lack of proper project documentation
- Limited UNICEF HR capacity to manage a total of 140 schools' rehabilitation (plus another 183 school funded from other sources), as well as provision of materials and supplies
- Lack of coordination with schools for the delivery of supplies and material

- Unanticipated price increase in 2008 (30% to 40% more than 2007)
- Budgetary constraints associated with funding agency requirements
- Unbalanced budget allocation: supplies, rehabilitation versus training
- Lack of formal communication: while informal communication was smooth, collegial, and routinely done, formal communication (monthly reports and updates) was lacking. For example, during our desk review phase, very little documentation was provided. Second, the EU visibility messages weren't implemented in a systematic manner. According to some respondents, the lack of agreement on the nature of these messages and the unwillingness of the MoE to publicize the project were among the reasons behind this diminished implementation.

7- Were the project activities planned and coordinated effectively among all three stakeholders (MoE, EU and UNICEF)?

Project management and coordination

Keeping in mind the initial HR shortage within UNICEF, overall, the project was well managed. As the project advanced and additional resources were brought on board, project activities were kept on track and advanced as planned. In terms of coordination, the project served as a framework for coordination among various stakeholders involved in education. As one of the interviewees pointed out, “the project provided a coordination platform that didn't exist before.” However, it's important to draw attention that this platform needs to be used more effectively, particularly in documenting and sharing best practices and experiences among all stakeholders.

Project Monitoring

Project monitoring was probably the weakest chain in the ESIRC project. Lack of documentation and history of the project posed several challenges during our evaluation. For this reason, a monitoring framework with clear guidelines and documentation should be designed and implemented. This framework should cover all project activities (rehabilitation, supplies, training, CFS) and should be linked to specific objectives and targets. In addition, a clear reporting system should be established for all stakeholders, indicating report type, frequency, audience, and feedback. To facilitate this project, a project document repository should be created and maintained within the UNICEF Education sector, and should include all project documents. A naming convention should be established and implemented in order to facilitate file tracking, versioning, and retrieving.

Partnership and Collaboration

As noted before, although the partnership and collaboration between key stakeholders was strengthened, beneficiaries' involvement was very limited. The role of the Iraqi community in the project should be clearly defined and their participation and involvement in the design and execution of the project should be encouraged.

8- What are the unanticipated outcomes of the project?

The interviews revealed several unanticipated outcomes. According to the respondents, the project contributed to:

- Increasing the level of coordination and cooperation between various stakeholders (Education Working Group):

UNICEF → MoE	Coordination, Collaboration and Communication
UNICEF → EU	Funding, Collaboration
UNICEF → NGOs	Coordination, Collaboration
- Improving UNICEF's image as a key player in education sector
- Improving the geographical distribution and reducing the concentration of IC
- Improving school management using received supplies

- a. Use of computers, Excel spreadsheets for data collection and tracking
- b. Initiation of dialogue and discussion about quality at school (principals, teachers, students)
- c. Capacity building for MoE, particularly in streamlining school rehabilitation and logistics and in benefiting from NGO and UNICEF expertise
- d. School involvement in planning and needs assessment

Another unanticipated outcome was revealed by the students' survey:

more than 41.8% (1424) students reported feeling hungry at school. Obviously, feeling hungry at school is likely to have a negative impact on students' concentration and energy level as well as on their problem-solving skills and creativity. Studies have shown that schools that provide lunch have shown improved behavior and attentiveness and even improved school attendance.

9- What are the lessons learned from the planning and execution of the project?

- Conducting a thorough needs assessment to understand the target audience's needs is a foundational step towards the completion of the project's objectives.
- Conduct a survey of Iraqi school-aged population (enrolled and not enrolled). Without a proper understanding of the motivation of non-enrollment/drop-out it will be very difficult to increase the overall enrollment of IC.
- Involving the target audience in the project's design and planning is critical in ensuring ownership, participation, and commitment.
- Sustaining the project's accomplishments requires a solid design, implementation, and monitoring framework.
- Involving NGOs in project planning, execution, and monitoring ensures successful completion and high quality standards (particularly NGOs with field expertise in school rehabilitation).
- Sensitizing the target audience about the project's goals (visibility initiatives) is critical to encouraging their involvement and implication during project implementation.
- Establishing and documenting formal coordination mechanisms is crucial to project execution and sustainability.
- Building MoE capacity in school rehabilitation, supply logistics, needs assessment, and training will ensure the sustainability of the project.

10- What recommendations does the evaluation offer?

Planning & Coordination

- Conduct a census of the Iraqi population; unless there is a clear picture of the total number of Iraqis living in Syria, it will be difficult to plan for any comprehensive intervention targeting education.
- Involve the Targeted Community (TC) in the design and formulation of the project's objectives. Several interviewees reported that the TC wasn't involved in the design of the project. In order to increase TC ownership and involvement, it's recommended that the project mobilize/educate the TC and the host community about the project's goals and benefits.
- Involve the TC as a resource to address academic problems (after-school volunteer program, remediation classes, etc.). This approach will increase the sense of ownership and involvement by the TC and will ensure greater success of the project goals, particularly if we keep in mind that we are dealing with highly educated community (one in which 30.84% hold a university degree).

Needs Assessment

- Conduct a thorough needs assessment of school, principal, and teacher needs, in order to fully understand and prioritize the needs for school rehabilitation, supplies, and training. Understanding principal and teacher training needs is believed to be critical to the success and execution of future similar projects.
- Conduct a thorough needs assessment of the TC's needs. This will help to clarify the real needs and concerns of

the TC (See Question 1's Recommendations).

- Analyze the relevance and importance of expressed needs to project goals.

Effectiveness

- Use the Child-Friendly Schools Framework as a tool to improve and sustain quality (certification). Schools' interest in the CFS is a golden opportunity to encourage and implement the framework, particularly by using a project-based approach as a model.
- Build in ongoing assessment and evaluation tools for CFS-related activities.
- Implement a systematic maintenance program based on established standards to prevent facility deterioration.
- Conduct a regular sensitization campaign to inform students and parents about maintenance and the proper use of facilities.
- Establish a process to review/prioritize school requests for additional rehabilitation work and supplies.
- Establish a comprehensive training program against a training plan targeting principals, teachers, and school counselors.
- Conduct a comprehensive evaluation program of the training activities to follow up on ways in which principals, teachers, and counselors are implementing or using what they learned during training activities.
- Implement tracking systems to monitor and track performance data about beneficiaries.
- Implement tracking systems to monitor and track dropout rates among beneficiaries.
- Establish a program of remedial classes based on IC needs (social, psychological, academic difficulties).
- Implement encouragement and support mechanisms to motivate students and engage parents into the learning process of their children.
- Establish a process for IC to request psychological support, and increase the social counselors' role.
- Target Iraqi adolescents through after-school programs (Ministries of Culture, Health).
- Track, monitor, and collect performance indicator data about students (results, dropout, behavior problems, etc.).

Efficiency

- Disaggregate and track expenditures by activity, particularly when projects are funded from different funding streams.
- Link expenditures to specific activities and outcomes.
- Revise the supply list to be more student-/teacher-centered.
- Involve NGOs in rehabilitation and logistics. Managing a large number of schools (140 schools) requires significant human resource efforts to oversee all of the operations associated with rehabilitation and supplies.

Management

- Establish a comprehensive communication plan (including visibility messages) targeting all stakeholders (schools, communities, NGOs, etc.).
- Establish a formal process for documentation, information sharing, communication, and reporting (type of reports, frequency, audience, timeline).
- Establish a project document repository which would be created and maintained within the UNICEF office and would include all project documents. A naming convention should be also established to keep track of reports and files.
- Provide all stakeholders with additional opportunities (meetings, listserv, website, etc.) to exchange best practices and experiences.
- Establish a repository of the existing educational projects which target IC.
- Refine the process of sharing school supplies and materials by establishing a more systematic process of needs identification, purchasing, and delivering to the different beneficiaries.

5. Conclusion

In spite of the challenges faced during the project's execution (lack of accurate data, needs assessment, short timeline), the ESIRC project achieved significant accomplishments. According to the testimony of all stakeholders, this project:

- enabled a large number of Iraqi children to attend school
- benefited 140 schools with rehabilitation work and supplies
- trained principals and teachers who expressed high level of satisfaction
- raised the level of confidence held by parents regarding their children's education
- raised the level of coordination and collaboration initiated among UNICEF, EU, and MoE
- increased the role for UNICEF as a key player in the education sector (establishment of an education coordination group headed by UNICEF)

However, several other issues will require careful attention during upcoming projects, particularly in the following areas of participatory appraisal, needs assessment, project planning, monitoring, and managing. In spite of these issues, as we indicated before, this project is critical to the future of the IC, as access to education is and remains the only beacon of hope for a brighter future for these children.

6. ANNEXES

Annex A: Terms of Reference

1. Title of the assignment:

Evaluation of UNICEF education project funded by EU: "Programme of Support to Syrian Education in Areas Affected by a Large Influx of Iraqi Refugees Children."

2. Purpose of the assignment:

The evaluation study is intended to assess the impact of project intervention including the Iraqi children's enrolment and the effectiveness of project implementation and management (UNICEF, MOE, NGOs) and to recommend what can be done better to rapidly improve the quality of education at different stages of the project intervention. This will include the project design (strategic approach), and its implementation, management, and monitoring levels. The evaluation will therefore be expected to provide clear direction regarding the way forward for the implementation of the second phase of the project intended to cover the next three years (2009-2012).

3. Added value of the assignment:

The result is expected to be used by the Ministry of Education (MOE) to strengthen education policy to deal with fundamental issues related to the provision of a comprehensive emergency support that would ensure access to equitable quality education in a context characterized by limited resources and capacity. It will also help UNICEF and partners working in the area of education in Syria to build confidence, drawing upon lessons learnt to strategically refocus educational support in line with the perspective of achieving greater impact and sustainability during the second phase of the project (planned to take place over the next three years).

4. Human resource needs and duration of the assignment:

The assignment is expected to cover a period of 45 days starting from Early March to Mid-April 2009 and will be carried out by an international consultant working jointly with 2 national consultants and with support from UNICEF staff in the country.

5. The scope and focus of the evaluation:

Objectives of the evaluation

The objective of the evaluation is to:

- Assess the overall impact of the project, including the preparation and design phase, based on criteria of relevance (problem identification, indicators, conceptual soundness of the strategic response), efficiency (costs of project inputs VS results), effectiveness (from inputs to results), impact (direct and medium term) on direct and indirect beneficiaries and sustainability.
- Identify/document lessons learnt relating to project good practices, strengths and weaknesses opportunities and constraints and provide recommendations
- Provide recommendations on measures to enhance effectiveness and improve impact of future interventions and on the way forward linking the current and upcoming phases of the project.

6. Background

In 2007, and in collaboration and partnership with the Syrian Ministry of Education, UNICEF submitted a proposal for funding to the EU relating to the provision of a comprehensive humanitarian education support to Iraqi refugee Children in Syria. The project was approved for a period of 18 months (to cover October 2007 – March 2009) with a budget level of three Million Euro (3,000,000). The overall objective of the project was to improve access to quality education for the Iraqi refugee children as well as the host community children. Issues identified included (i) low enrolment rate of Iraqi refugee children due to insufficient and overstretched school capacity to absorb them –particularly in areas of high concentration of refugees, (ii) poor school sanitation facilities and (iii) lack of pedagogical strategy to improve quality of learning in schools. Therefore a comprehensive package of program interventions was designed to deal strategically with these issues.

The components of the program included (i) physical improvement and rehabilitation of school buildings and sanitary facilities, (ii) provision of education supplies and furniture and (iii) capacity building/training on the Child Friendly Schools (CFS) initiative to enhance the pedagogical/learning environment in schools.

In the process, partners working on education were mobilized to ensure that adequate coordination mechanisms are established to deliver education services in a coherent fashion. This resulted in the establishment of a technical working group that meets every three weeks as coordination team to address issues related to planning, strategic reviews, and coordination of implementation of education activities.

The upcoming evaluation serves as the project's final evaluation at the term of its 18 months implementation period. The assessment will be based on the criteria of relevance, efficiency, effectiveness, impact and sustainability and will prepare for a positive transition to the next phase of the project planned to be implemented over the next three years (April 2009-March 2012).

7. Issues to be considered during evaluation:

The evaluation of project effectiveness and impact should be based on the objectively verifiable indicators and means of verification set out in the log frame, together with a review of the context in which the project was undertaken.

An overall assessment of the performance will be based on an analysis of the extent to which individual results have led to achieving the project's purpose and overall objectives, keeping in mind the timeline element. In this context, the consultant should also take into account any noteworthy/parallel activities such as projects implemented by NGOs through a Project cooperation agreement (PCA) modality or parallel activities not funded by the EU but relevant to

the project under review (Child protection or adolescent participation).

In addition to the effectiveness and impact of the project, the evaluation should look into the relevance, efficiency and sustainability dimensions of the project:

Relevance: Did the project address issues which are relevant and important to the target group? Were the strategies and approaches used to achieve the project results appropriate? Have they been reviewed and adapted to any new circumstances/problems encountered during implementation? Was the project's conceptual design able to address the problems identified (i.e. are the interventions designed in a way that is likely to bring about the desired results?).

Efficiency: Are the costs for the training of facilitators and education personnel and other capacity-building activities justified by the achieved outputs of the project? Does the time frame and human resource match the outcomes of the project, did the supplies meet the needs of the beneficiaries, and was the rehabilitation done according to the agreed criteria and standards?

Effectiveness: Are the objectives indeed being achieved? Review and analyse the entire results structure/hierarchy of the project (planned VS achieved, direct or indirect).

Impact: What impact did the trainings have on MoE staff? What impact did the delivery of supplies and the rehabilitation of school infrastructure and water and sanitation facilities have on the access of Iraqi and Syrian students to school and on improving the quality of their learning environment? What were the most determinant factors of success or failure; what perceptions do education personnel, students and parents have of the project impact (what is their lens: what do they value the most...)?

Sustainability: Has there been sufficient time for results to become realistically sustainable? What are the prospects that the intended outcome of the project will continue, once external funding ends? Will MOE and other partners be able/willing to sustain and continue the project? How sustainable are the skills acquired at individual or collective levels? Do newly acquired skills improve the quality of the beneficiaries in a sustainable manner? Did the project influence policy and decision making?

8. Evaluation process and methodology:

The methodology of the evaluation is expected to focus on the analysis of the available documentation: desk review of relevant documentation such as progress and monitoring reports, meeting minutes, examination results, strategic documents. In addition, it will include in-depth interviews with key stakeholders including but not limited to UNICEF staff, Ministry of Education officials, NGO partners, and school construction companies, along with questionnaires and/or interviews or focus group discussions with school principals, teachers, counselors and facilitators, children attending the schools benefiting from the project, and parents and community members who were involved in or informed of the project. It is planned that the international consultant will work with a national consultant who will help facilitate interviews, focus group discussions, field visits and provide relevant input from the field experiences. The consultant will be expected to make thorough site visits to observe some of the project interventions/outputs, to conduct interviews and focus group discussions, and to hold meetings on the major undertakings including rehabilitated schools and supplies provided to the schools, and to work with partner NGOs who were involved in the implementation process.

The UNICEF education sector team in Syria will offer support to the consultants throughout the evaluation process, and will provide them with all relevant literature for desk review prior to the visit to the field. They will also organise the field visits.

9. Deliverable:

The consultant will be responsible to prepare a final report which will include the analysis of findings/conclusions, key lessons learned and recommendations; the report should also highlight the view of the national partner the Ministry of Education and NGOs on the future direction of the intervention and on the role UNICEF could/should play in any future intervention in the area of education development.

In detail, the study results should include:

- the overall outcome of the project in terms of actual and/or perceived results
- the planning and design phase of the project
- the main activities and noteworthy/parallel activities implemented in the context of the project or of other relevant projects
- the achievements and challenges for each results area
- the relationship between the identified problems and the objectives set, including an analysis of the logical framework
- an analysis of the cost effectiveness of the project
- a review of the impact of the project on the beneficiaries' opportunities for learning for participation and on their quality of life.
- the project's sustainability

Presentation of the report should be as follows:

Executive Summary in English

Date of Report:

Type: Study/Survey /Evaluation

Follow Up:

Title:

Author:

Institution:

Partners:

Background:

Purpose/Objective:

Methodology:

Findings and Conclusions:

Recommendations:

Lessons Learned

The final report will be submitted to the UNICEF Damascus –Syria and to be shared with EU/EC and the UNICEF regional office. It should be no longer than 70 pages.

You should consider integrating in the terms of reference of the contract of the national consultant the production of a 10 to 12-page summary report in Arabic to be presented to the MoE.

10. Desired skills

The consultant should have

- Advanced post graduate degree in education, social science or related field
- He/She should have experience in evaluation of similar projects, preferably in the area of education
- Fluency in English and Arabic
- Excellent report writing skills
- Familiarity with the projects in the region would be an asset

To be considered eligible, the consultant should submit a technical proposal including evaluation plan, explain the proposed methodology, time frame and the cost as well as his/her CV to UNICEF Syria country office. He/she should also indicate the daily consultancy fee.

11. Tentative itinerary for the evaluation

Time schedule

Activity	Dates	Number of days
Develop concept including evaluation plan		
Develop evaluation tools and share with project staff		
Conduct Literature review		
Conduct field visits to the project sites to assemble evaluation data		
Analysis and report writing		
Briefing of the EU, UNICEF partners,		
Get feedback from UNICEF & partners		
Review comments or inputs and prepare the final report		
Deliver the final draft to UNICEF		
Total		



Annex B: Primary Schools' Survey

استبيان مدارس التعليم الأساسي

يهدف هذا الاستبيان إلى تقييم مشروع منظمة اليونيسيف في دعم وزارة التربية الوطنية في إدماج التلاميذ العراقيين. الرجاء الإجابة على كل الأسئلة و لكم جزيل الشكر مسبقاً على إتمام هذا الاستبيان.

Region		Date	
المنطقة		التاريخ	
Area		EVT member	
المكان		عضو فريق التقييم	
Respondent number		Questionnaire #	01-
رقم		استبيان #	

Section 1 :		School Information				معلومات عن المدرسة	
1	School name	اسم المدرسة					
2	When was the school built?	متى أسست المدرسة؟					
3	Code	رمز المدرسة					
4	Level	BE Level I	1	BE Level II	2	Secondary Education	3
	المستوى	حلقة أولى		حلقة ثانية		تعليم ثانوي	
5	School attendance	Regular	1	Multi-shift	2		
	الدوام المدرسي	كامل		نصفي			
6	School type	Boys	1	Girls	2	Mixed	3
	نوع المدرسة	ذكور		إناث		مختلط	
7	Number of teachers	Male	1	Female	2	Total	
	عدد المدرسين	ذكور		إناث		مجموع المدرسين	
8	Number of classrooms	عدد قاعات التدريس					
9	Total number of pupils	Boys	1	Girls	2	Total	
	عدد التلاميذ	ذكور		إناث		مجموع التلاميذ	
10	Number of Iraqi children	Boys	1	Girls	2	Total	
	عدد التلاميذ العراقيين	ذكور		إناث		مجموع التلاميذ	

11	Name الاسم										
12	Gender الجنس	Male ذكر	1	Female أنثى	2						
13	How many years did you work as a teacher? كم عدد السنوات التي قضيتها كمدرس؟										
14	How many years did you work as a principal? كم عدد السنوات التي قضيتها كمدير؟										
15	How many years did you work as a principal at this school? كم عدد السنوات التي قضيتها كمدير في هذه المدرسة؟										
16	What's your highest degree? ما هو تحصيلك العلمي؟	High school ثانوي	1	1-yr teacher diploma دبلوم تربوية	3						
		Teaching institute معهد تأهيل مدرسين	2	University degree جامعي	4						
17	How many training session did you attend? كم عدد الدورات التدريبية التي تابعتها؟	None ولا دورة	1	2-3 sessions 2-1 دورات	2	3-5 sessions 3-5 دورات	3				
18	How long were these training sessions? ما هي مدة الدورات التدريبية؟	Less than a week أقل من أسبوع	1	A week أسبوع	2	More than a week أكثر من أسبوع	3				
19	Which session did you attend (You can select more than one answer)? ما هي الدورات التدريبية التي تابعتها (يمكن اختيار أكثر من دورة)؟	Management of schools إدارة المدرسة					1				
		Management of educational activities إدارة الأنشطة المدرسية					2				
		Other, please specify غير ذلك، الرجاء التحديد					3				
20	How useful were the training sessions? كيف تقيم استفادتك من الدورات التدريبية؟	Very useful مفيد جدا	1	Useful مفيد	2	Not sure غير متأكد	3	Not useful غير مفيد	4	Not very useful غير مفيد للغاية	5
		ملاحظات أخرى:									
21	How effective were the training sessions? كيف تقيم فعالية الدورات التدريبية؟	Very effective فعال جدا	1	Effective فعال	2	Not sure غير متأكد	3	Ineffective غير فعال	4	Very ineffective غير فعال للغاية	5
		ملاحظات أخرى:									

22	How many classrooms have a whiteboard? كم عدد الصفوف المزودة بسبورة بيضاء؟										
23	What type of teaching aids are provided to the teachers? ما هي الوسائل التعليمية المتوفرة للمدرس؟	Posters ملصقات	1	Maps خرائط	2	Paper board ورق مقوى	3	Paper board لوحات وصور	4	Other وسائل أخرى	5
24	How many teachers use the materials? ما هو عدد المدرسين الذين يستخدمون الوسائل؟	None ولا مدرس	1	1-4 teachers 4-1 مُدرسين	2	4-7 teachers 7-4 مُدرسين	3	8-10 teachers 10-8 مُدرسين	4	More than ten أكثر من عشر مُدرسين	5
25	Are the teaching aids used in class or in the laboratory? هل يتم استخدام الوسائل التعليمية في الصف أم في المخبر؟			In class في الصف	1	In the lab في المخبر	2	Both كلاهما	3		
26	Does this school have a library هل توجد مكتبة في المدرسة؟			Yes نعم	1	No لا	2				
27	If yes, estimate the number of books? إذا أجبت بنعم، فكم يقدر عدد الكتب؟										
28	How many teachers use the library? كم عدد المدرسين الذين يستخدمون المكتبة؟	None ولا مدرس	1	1-4 teachers 4-1 مُدرسين	2	4-7 teachers 7-4 مُدرسين	3	8-10 teachers 10-8 مُدرسين	4	More than ten أكثر من عشر مُدرسين	5
29	How many students use the library? كم عدد التلاميذ الذين يستخدمون المكتبة؟	None ولا تلميذ	1	Some of the students بعض التلاميذ	2	Half of the students نصف التلاميذ	3	All students كل التلاميذ	4		

Program of Support to Education in Areas Affected by a Large Inflow of Iraqi Refugee Children



30	How many classrooms have a leaking roof when it rains? كم عدد الصفوف التي تتسرب إليها مياه الأمطار؟										
31	How many working toilets are available for students' use? كم عدد الحمامات الصالحة لاستخدام التلاميذ في المدرسة؟	1-3 حمامات	1	4-6 حمامات	2	7-9 حمامات	3				
32	How many working toilets are available for teachers' use? كم عدد الحمامات الصالحة لاستخدام المدرسين في المدرسة؟	1-3 حمامات	1	4-6 حمامات	2	7-9 حمامات	3				
33	How many functional water taps are available for students use? ما هو عدد صنابير المياه الصالحة لاستخدام التلاميذ؟	1-3 صنابير	1	4-6 صنابير	2	7-9 صنابير	3				
34	How many working toilets are available for students' use? هل توجد حمامات خاصة للإناث؟	Yes نعم	1	No لا	2						
35	Does the school have adequate heating? هل توجد في المدرسة تدفئة كافية؟	Yes نعم	1	No لا	2						
36	Are the classrooms illuminated properly? هل توجد إنارة كهربائية جيدة في الصفوف؟	Yes نعم	1	No لا	2						
37	Are there any unprotected electrical wires? هل توجد تمديدات كهربائية مكشوفة؟	Yes نعم	1	No لا	2						
38	Does the school have a drainage system? هل يوجد في المدرسة نظام صرف صحي؟	Yes نعم	1	No لا	2						
39	Does the school have a playground? هل توجد باحة في المدرسة؟	Yes نعم	1	No لا	2						
40	Does the school have a sport area? هل يوجد ملعب رياضي مُجهز في المدرسة؟	Yes نعم	1	No لا	2						
41	How often is the school cleaned? كم مرة يتم تنظيف المدرسة؟	Daily يوميًا	1	Twice a week مرتين في الأسبوع	2	Once a week مرة في الأسبوع	3	Monthly شهريًا	4	Quarterly فصليًا	5
42	What services are provided to the students with physical disabilities? (You can select more than one answer)? ما هي الخدمات المقدمة للتلاميذ المعاقين جسديًا؟			Ramp ممرات خاصة بالتلاميذ المعاقين						1	
				Accessible toilet حمامات خاصة بالتلاميذ المعاقين						2	
				Accessible water tap صنابير خاصة بالتلاميذ المعاقين						3	
				Classroom accommodation تجهيزات خاصة للصف						4	
	Other, please specify غير ذلك، الرجاء التحديد									5	

43	Did the Directorate of Education conduct a needs assessment about the school physical environment (sanitation facilities, plumbing, electricity, etc.)?	Yes	1	No	2
	هل قامت مديرية التربية بتقييم الاحتياجات المادية للمدرسة (تمديدات مياه، صرف صحي، كهرباء، الخ)؟	نعم		لا	
44	Did the MoE conduct a needs assessment about the school learning environment (space, material, classrooms staff, etc.)?	Yes	1	No	2
	هل قامت وزارة التربية بتقييم الاحتياجات التعليمية للمدرسة؟	نعم		لا	

		During 2007-2008, did the school receive any of these items from UNICEF?				During 2008-2009, did the school receive any of these items from UNICEF?			
		هل استلمت المدرسة أي من المواد التالية من منظمة اليونيسيف خلال 2007-2008				هل استلمت المدرسة أي من المواد التالية من منظمة اليونيسيف خلال 2008-2009			
		Yes	No	If Yes, how many?		Yes	No	If Yes, how many?	
		1	2	إذا نعم، فكم؟		1	2	إذا نعم، فكم؟	
		نعم	لا			نعم	لا		
45	Pupil chairs مقاعد مدرسية								
46	Teachers chairs كرسي معلم								
47	Teachers desks طاولة معلم								
48	Leather chairs كراسي جلدية								
49	Cabinets خزانة مكتبية								
50	Wood desks طاولة خشبية								
51	White boards سبورة بيضاء								
52	Markers أقلام متنوعة الألوان								
53	Curtains ستائر								
54	Heaters مدفأة مازوت								
55	Fans مراوح سقفية								
56	Library books كتب								
57	Water tanks خزان مياه								
58	Water filter فلتر مياه								
59	Oil tanks (Mazout) خزان مازوت								

60	Water pumps	مضخة مياه	
61	Water cooler	براد ماء	
62	Stabilizers	منظم كهرباء	
63	Fire extinguishers	أجهزة إطفاء حريق	
64	Photocopiers	آلة تصوير	
65	Printers	طابعة	
66	PC	كمبيوتر	
67	Computer chair	كرسي كمبيوتر	
68	TV	تلفاز	
69	DVD	فيديو ديفيدي	
70	Radio	مذياع	
71	Loud speaker	مكبر صوت	
72	Tape recorder	آلة تسجيل	
73	Calculator	آلة حاسبة	
74	Phone	هاتف	
75	Wheel chair	كرسي معاق	
76	Fridge	براد	
77	First aid kit	حقيبة إسعاف أولي	
78	Mathematics teaching kits	حقيبة تعليمية \ رياضيات	
79	Science teaching kits	حقيبة تعليمية \ علوم	
80	Sports kits	عدة رياضية	
81	Wall cabinet	خزانة حائط	
82	Electrical water cooler	براد مياه كهربائي	

		During 2007-2008, did the school receive any of the following services from UNICEF?				During 2007-2008, did the school receive any of the following services from UNICEF?					
		هل تلقت المدرسة أي من الخدمات التالية من منظمة اليونيسيف خلال 2008-2007				هل تلقت المدرسة أي من الخدمات التالية من منظمة اليونيسيف خلال 2009-2008					
		Yes	1	No	2	If Yes, how many?	Yes	1	No	2	If Yes, how many?
		نعم		لا		إذا نعم، فكم؟	نعم		لا		إذا نعم، فكم؟
83	Ceramics (repairing and fixing of new) إصلاح أو تجديد السيراميك										
84	WC (repairing/fixing of new) إصلاح أو تجديد المراحيض										
85	Water taps (fixing of new water taps) إصلاح صنابير المياه										
86	Repair of urinals (in boy`s schools) إصلاح مبال مدراس البنين										
87	Interior & exterior painting الطلاء الداخلي و الخارجي										
88	Cabinets خزانة مكتبية										
89	Repairing of floors (fixing of new marble/Grinding/polishing) إصلاح الرخام										
90	Repairing of stairs إصلاح الدرج										
91	Changing of windows from wooden to aluminum تغيير النوافذ الخشبية إلى الألمنيوم										
92	Repairing and painting of doors ترميم و طلاء الأبواب										
93	Installation of new electric fixture wherever required تركيب دارة كهربائية جديدة										
94	Interior and exterior painting of class rooms طلاء الداخلي و الخارجي للصفوف										
95	Does the school need additional rehabilitation work? هل تحتاج المدرسة لأعمال ترميم إضافية؟	Yes	1	No	2		Yes	1	No	2	
		نعم		لا			نعم		لا		

96	What type of work is needed (select more than one choice)?			
	ما هي الأعمال الإضافية (تستطيع أن تختار أكثر من إجابة)؟			
96	Ceramics (repairing and fixing of new)	1	Repairing of floors (Fixing of new marble/ Grinding/polishing)	7
	إصلاح أو تجديد السيراميك		إصلاح الرخام	
	WC (Repairing/fixing of new)	2	Repairing of stairs	8
	إصلاح أو تجديد المراحيض		إصلاح الدرج	
	Water taps (Fixing of new water taps)	3	Changing of windows from wooden to aluminum	9
	إصلاح صنابير المياه		تغيير النوافذ الخشبية إلى الألمنيوم	
	Repair of urinals (in boy`s schools)	4	Repairing and painting of doors	10
	إصلاح مبال مدراس البنين		ترميم وطلاء الأبواب	
	Interior & exterior painting	5	Installation of new electric fixture wherever required	11
	الطلاء الداخلي و الخارجي		تركيب دارة كهربائية جديدة	
	Cabinets	6	Interior and exterior painting of class rooms	12
	خزانة مكتبية		طلاء الداخلي و الخارجي للصفوف	
			Other, please specify	13
		غير ذلك، الرجاء التحديد		
97	How many additional classrooms were rehabilitated in your school?			
	كم عدد الصفوف الدراسية الإضافية التي تم إصلاحها في مدرستك			
98	How many additional classrooms are planned for construction in your school?			
	كم عدد الصفوف الدراسية الإضافية التي يخطط لبنائها في مدرستك			

99	Based on your experience as a school principal, please rank the following possible reasons (1-24) for Iraqi children dropout from school? حسب خبرتك كمدير، الرجاء ترتيب أسباب تسرب التلاميذ العراقيين من المدرسة حسب أهميتها (تستطيع اختيار أكثر من إجابة)؟	
	Not interested in school غير مهتم بالدراسة	Physical illness مرض عضوي
	Repeated failure رسوب متكرر	Psychological illness مرض نفسي
	Illegal status وضع غير قانوني	Physical disability إعاقة جسدية
	Fear of deportation الخشية من التسفير	Family poverty الفقر
	Expiration of residency permit نهاية مدة الإقامة	Work to help family العمل من أجل مساعدة العائلة
	Completion of primary level education إنهاء التعليم الابتدائي	Family disintegration تفكك الأسرة
	Completion of secondary level education إنهاء التعليم الثانوي	Family caretaking رعاية أفراد العائلة
	School not available nearby عدم وجود مدرسة قريبة	Social restrictions عوائق اجتماعية
	Transportation not available عدم وجود وسائل نقل	Feeling of insecurity الشعور بعدم الأمان
	Return back to Iraq العودة إلى العراق	Resettlement in another country إعادة التوطين في بلد آخر
	Lack of academic support at home عدم توفر مساعدة تعليمية في المنزل	Inadequate student grade placement وضع التلميذ في صف غير مناسب لمستواه المدرسي
	Fast-paced curriculum كثافة المواد الدراسية	Other reasons, please specify غير ذلك، الرجاء التحديد
	Academic gaps due to disrupted schooling صعوبات تعليمية بسبب الانقطاع عن المدرسة	

Section 9: Psychosocial Support to Iraqi Children الدعم النفسي الاجتماعي للأطفال العراقيين

100	Does the school apply child-friendly school criteria?	Yes	1	No	2
	هل تطبق المدرسة معايير المدرسة صديقة الطفولة؟	نعم		لا	
101	If yes, which criteria were successfully implemented				
	إذا أُجبت بنعم، ما هي المعايير التي طُبقت؟				
102	Does the school provide non-formal activities?	Yes	1	No	2
	هل تقوم المدرسة بتنظيم نشاطات خارجية؟	نعم		لا	
103	Does the school have a social counselor working with children?	Yes	1	No	2
	هل يوجد في المدرسة مرشد اجتماعي يعمل مع التلاميذ؟	نعم		لا	
104	Does the school provide opportunities for children to express their worries and concerns?	Yes	1	No	2
	هل تقوم المدرسة بتوفير الفرص للتلاميذ للتعبير عن قلقهم و مخاوفهم؟	نعم		لا	
105	Does the school have a parent-teacher association?	Yes	1	No	2
	هل توجد في المدرسة جمعية لأولياء التلاميذ؟	نعم		لا	
106	Does the school refer distressed Iraqi children to outside psychosocial support?	Syrian Arab Red Crescent			1
		الهلال الأحمر السوري			
		NGOs			2
	هل تقوم المدرسة بتحويل التلاميذ الذين يعانون من اضطرابات نفسية للحصول على معالجة نفسية خارجية؟	منظمات غير حكومية			
	Other, please specify			3	
	غير ذلك، الرجاء التحديد				



8.1 Total Number of Pupils' Enrolled: Host Community and Iraqi Children, by Grade and Gender

إجمالي عدد التلاميذ السوريين والعراقيين الملتحقين بالمدارس، حسب الصف والجنس.

	Grade 1		Grade 2				Grade 3				Grade 4				Grade 5				Grade 6					
	الصف الأول		الصف الثاني				الصف الثالث				الصف الرابع				الصف الخامس				الصف السادس					
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث	
	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع
2006-07																								
2007-08																								
2008-09																								

8.2 Average Final Exam Results for Host Community and Iraqi Children, by Grade and Gender

معدل الامتحان النهائي للتلاميذ السوريين والعراقيين، حسب الصف والجنس

	Grade 1		Grade 2				Grade 3				Grade 4				Grade 5				Grade 6					
	الصف الأول		الصف الثاني				الصف الثالث				الصف الرابع				الصف الخامس				الصف السادس					
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث	
	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع
2006-07																								
2007-08																								
2008-09																								

8.3 Number of Repeaters among Host Community and Iraqi Children, by Grade and Gender

عدد التلاميذ السوريين والعراقيين المعيدين، حسب الصف والجنس

	Grade 1		Grade 2				Grade 3				Grade 4				Grade 5				Grade 6					
	الصف الأول		الصف الثاني				الصف الثالث				الصف الرابع				الصف الخامس				الصف السادس					
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث		ذكور		إناث	
	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع
2006-07																								
2007-08																								
2008-09																								

8.4 Number of Dropouts among Host Community and Iraqi Children, by Grade and Gender

عدد التلاميذ السوريين والعراقيين المتسربين من المدرسة، حسب الصف و الجنس

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	الصف الأول		الصف الثاني		الصف الثالث		الصف الرابع		الصف الخامس		الصف السادس	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث
	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع
2006-07												
2007-08												
2008-09												

8.5 Number of Pupils Completing Primary School among Host Community and Iraqi Children, by Gender

عدد التلاميذ العراقيين والسوريين الذين أتموا الدراسة الأساسي، حسب الصف والجنس

	Boys ذكور		Girls إناث	
	سوري	عراقي	سوري	عراقي
	2006-07			
2007-08				
2008-09				

8.6 Number of Unjustified Prolonged Absences (more than 15 days) among Community and Iraqi Children, by Gender

عدد التلاميذ العراقيين والسوريين الغائبين غياب غير مبرر لأكثر من 15 يوم، حسب الصف والجنس

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	الصف الأول		الصف الثاني		الصف الثالث		الصف الرابع		الصف الخامس		الصف السادس	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث	ذكور	إناث
	س	ع	س	ع	س	ع	س	ع	س	ع	س	ع
2006-07												
2007-08												
2008-09												

School Field Visit Checklist

Using the scale below, please rate the state of each item. Please be consistent in your rating from one school to the other.

Region		Date	
المنطقة		التاريخ	
Area		EVT member	
المكان		عضو فريق التقييم	
School number		Questionnaire #	01-
رقم		استبيان #	

	School Rehabilitation	1 = Unsatisfactory غير مرضي	2 = Poor رديء	3 = Average متوسط	4 = Good حسن	5 = Excellent ممتاز
107	Ceramics السيراميك					
108	WC المراحيض					
109	Water taps صنابير المياه					
110	Urinals مباول مدارس البنين					
111	Interior & exterior painting الطلاء الداخلي و الخارجي					
112	Cabinets خزانة مكتبية					
113	Floors الرخام					
114	Stairs الدرج					
115	Windows النوافذ					
116	Doors الأبواب					
117	Electric fixture دارة كهربائية					
118	Interior and exterior painting of class rooms طلاء الداخلي و الخارجي للصفوف					

	Items Received	1 = Unsatisfactory غير مرضي	2 = Poor رديء	3 = Average متوسط	4 = Good حسن	5 = Excellent ممتاز
119	Pupil chairs مقاعد مدرسية					
120	Teachers chairs كرسي معلم					
121	Teachers desks طاولة معلم					
122	Leather chairs كراسي جلدية					
123	Cabinets خزانة مكتبية					
124	Wood desks طاولة خشبية					
125	White boards سبورة بيضاء					
126	Curtains ستائر					
127	Heaters مدفأة مازوت					
128	Fans مراوح سقفية					
129	Library books كتب					
130	Water tanks خزان مياه					
131	Oil tanks (Mazout) خزان مازوت					
132	Water pumps مضخة مياه					
133	Water cooler براد ماء					
134	Stabilizers منظم كهرباء					
135	Fire extinguishers أجهزة إطفاء حريق					

136	Photocopiers آلة تصوير					
137	Printers طابعة					
138	PC كمبيوتر					
139	Computer chair كرسي كمبيوتر					
140	TV تلفاز					
141	DVD فيديو ديفيدي					
142	Radio مذياع					
143	Loud speaker مكبر صوت					
144	Tape recorder آلة تسجيل					
145	Calculator آلة حاسبة					
146	Phone هاتف					
147	Wheel chair كرسي معاق					
148	Fridge براد					
149	Mathematics teaching kits حقيبة تعليمية رياضيات					
150	Science teaching kits حقيبة تعليمية علوم					
151	Sports kits عدة رياضية					
152	Wall cabinet خزانة حائط					
153	Electrical water cooler براد مياه كهربائي					

Annex C: Teachers' Survey

استبيان المدرس

يهدف هذا الاستبيان إلى تقييم مشروع منظمة اليونيسيف في دعم وزارة التربية الوطنية في إدماج التلاميذ العراقيين. الرجاء الإجابة على كل الأسئلة ولكم جزيل الشكر مسبقاً على إتمام هذا الاستبيان.

Region			Date		
المنطقة			التاريخ		
Area			EVT member		
المكان			عضو فريق التقييم		
Respondent number			Questionnaire #	01-	
رقم المجيب			استبيان #		

154	Date of birth			(Day/ Month/Year)	
	تاريخ الولادة	/ /		(اليوم/الشهر/السنة)	
155	Gender	Male	1	Female	2
	الجنس	ذكر		أنثى	
156	What grades do you teach (Select more than one)?	Grade 1	1	Grade 2	2
		الصف الأول		الصف الثاني	
		Grade 3	3	Grade 4	4
		الصف الثالث		الصف الرابع	
		Grade 5	5	Grade 6	6
		الصف الخامس		الصف السادس	
156	ما هي الصفوف التي تقوم بتدريسها (يمكن اختيار أكثر من صف)؟	Grade 7	7	Grade 8	8
		الصف السابع		الصف الثامن	
		Grade 9	9		
		الصف التاسع			
157	How many sections do you teach?	2-3 sections		1	4-6 sections
		ما عدد الشعب التي تقوم بتدريسها؟			2
		شعب 2-3			شعب 4-6
158	How many years did you work as a teacher?				
	كم عدد السنوات التي قضيتها كمدرس؟				
159	How many years have you been teaching at this school?				
	كم عدد السنوات التي قضيتها كمدرس في هذه المدرسة؟				
160	What's your position at school?	Head teacher	1	School Counselor	3
		معاون مدير		موجه	
	ما هو مسمك الوظيفي في المدرسة؟	Teacher	2	Teacher/ School Counselor	4
		مدرس		مدرس وموجه	
161	What's your highest degree?	High school	1	1-yr teacher diploma	3
		ثانوي		دبلوم تربوية	
	ما هو تحصيلك العلمي؟	Teaching institute	2	University degree	4
		معهد تأهيل مدرسين		جامعي	
162	How many training session did you attend?	None	1	2-3 sessions	2
		ولا دورة		1-2 دورات	
	كم عدد الدورات التدريبية التي تابعتها؟			3-5 دورات	3

163	How long were these training sessions?	Less than a week	1	A week	2	More than a week	3				
	ما هي مدة هذه الدورات التدريبية؟	أقل من أسبوع		أسبوع		أكثر من أسبوع					
164	Which session did you attend (You can select more than one answer)?	Active learning methods						1			
	ما هي الدورات التدريبية التي تابعتها (يمكن اختيار أكثر من دورة)؟	طرق التعلم النشط									
		Extra-curricular activities						2			
		الأنشطة اللاصفية									
		Psychosocial environment profile						3			
		كيفية توفير الدعم النفسي الاجتماعي للأطفال									
		Other, please specify						4			
		غير ذلك، الرجاء التحديد									
165	How useful were the training sessions?	Very useful	1	Useful	2	Not sure	3	Not useful	4	Not very useful	5
	كيف تقيم استفادتك من الدورات التدريبية؟	مفيد جدا		مفيد		غير متأكد		غير مفيد		غير مفيد للغاية	
	ملاحظات أخرى:										
166	How effective were the training sessions?	Very effective	1	Effective	2	Not sure	3	Ineffective	4	Very ineffective	5
	كيف تقيم فعالية الدورات التدريبية؟	فعال جدا		فعال		غير متأكد		غير فعال		غير فعال للغاية	
	ملاحظات أخرى:										
	Please indicate whether you agree or disagree with each of the following statements by placing an "X" in the appropriate box.	Strongly Disagree	1	Disagree	2	Neither Agree nor Disagree	3	Agree	4	Strongly Agree	5
	يرجى وضع إشارة في الخانة المناسبة لتبيان موافقتك أو عدم موافقتك على العبارات التالية	غير موافق بشدة		غير موافق		حيادي		موافق		موافق بشدة	
167	I use active listening when dealing with Iraqi children استخدم طريقة الاستماع الفعال في تعاملتي مع الأطفال العراقيين										
168	I'm able to recognize distressed Iraqi children أستطيع تمييز الأطفال العراقيين الذين يعانون من قلق نفسي										
169	I'm cooperative with Iraqi children أنا متعاون مع الأطفال العراقيين										
170	I avoid prejudicial or comments against Iraqi children أتجنب أي حكم مسبق ضد الأطفال العراقيين										
171	I'm involved in solving some of the academic problems of Iraqi children أساهم في حل بعض المشاكل الدراسية للأطفال العراقيين										

172	I'm involved in solving some of psychosocial problems of the Iraqi children أساهم في حل بعض المشاكل النفسية الاجتماعية للأطفال العراقيين					
173	I use conflict resolution techniques to resolve some of the Iraqi children problems استخدم تقنيات حل الخلاف في معالجة بعض مشاكل الأطفال العراقيين					
174	I relate with Iraqi children academic difficulties أتفهم الصعوبات التعليمية للأطفال العراقيين					
175	I relate with Iraqi children emotional difficulties أتفهم الصعوبات العاطفية للأطفال العراقيين					
176	I involve Iraqi children in my classroom activities أشرك الأطفال العراقيين في فعاليات الدرس					
177	I make sure that Iraqi children are following my classes أتأكد من متابعة الأطفال العراقيين كل الدروس					
178	I use numerous teaching and/or learning aids to allow Iraqi children to follow the classes استخدم وسائل تدريسية إضافية لمساعدة الأطفال على متابعة الدروس					
179	In your opinion, what should be done to easily integrate Iraqi children into Syrian schools? حسب رأيك ما الذي ينبغي القيام به لتسهيل عملية دمج الأطفال العراقيين في المدارس السورية؟					



Annex D: Pupils' Survey

استبيان التلميذ

يهدف هذا الاستبيان إلى تقييم مشروع منظمة اليونيسيف في دعم وزارة التربية الوطنية في إدماج التلاميذ العراقيين. الرجاء الإجابة على كل الأسئلة و لكم جزيل الشكر مسبقاً على إتمام هذا الاستبيان.

Region		Date	
المنطقة		التاريخ	
Area		EVT member	
المكان		عضو فريق التقييم	
Respondent number		Questionnaire #	01-
رقم		استبيان #	
Respondent Name			
إسم التلميذ			

180	What's your nationality?	Syrian	1	Iraqi	2	Palestinian	3	Other, please specify	4				
	ما هي جنسيتك؟	سوري		عراقي		فلسطيني		غير ذلك، الرجاء التحديد					
181	Date of birth	____/____/____			(Day/ Month/Year)								
	تاريخ الولادة				(اليوم/الشهر/السنة)								
182	Gender	Male	1	Female	2								
	الجنس	ذكر		أنثى									
183	What grade are you in?	Grade 1	1	Grade 2	2	Grade 3	3	Grade 4	4	Grade 5	5	Grade 6	6
	في أي صف أنت؟	الصف الأول		الصف الثاني		الصف الثالث		الصف الرابع		الصف الخامس		الصف السادس	
184	Do you have all your required textbooks?	Yes		1		No		2					
	هل لديك كل الكتب المطلوبة؟	نعم				لا							
185	If No, which textbook is missing?	إذا كانت الإجابة «لا»، فما هي الكتب الناقصة؟											
186	Do you have your school uniform?	Yes		1		No		2					
	هل لديك اللباس المدرسي؟	نعم				لا							
187	Do you feel hungry at school?	Yes		1		No		2					
	هل تشعر بالجوع في المدرسة؟	نعم				لا							
188	Do you feel safe at school?	Yes		1		No		2					
	هل تشعر بالأمان في المدرسة؟	نعم				لا							
189	If No, could you explain why do you feel unsafe?	إذا كانت الإجابة «لا»، لماذا لا تشعر بالأمان؟											
190	Did you change your school in the last three years?	Yes		1		No		2					
	هل غيرت مدرستك في السنوات الثلاث الأخيرة؟	نعم				لا							

191	Why did you change your school (You can select more than one answer)?			
	لماذا غيّرت مدرستك (تستطيع أن تختار أكثر من إجابة)؟			
	Housing change تغيّر السكن	1	To be with friends للتواجد مع الأصدقاء	5
	Looking for a better school البحث عن مدرسة أفضل	2	Bad treatment at school سوء المعاملة في المدرسة	6
	Teachers are difficult صعوبة التعامل مع المعلمين	3	Feeling unsafe at this school الشعور بعدم الأمان في هذه المدرسة	7
	School not available near my house عدم وجود مدرسة قريبة من بيتي	4	Other, please specify غير ذلك، الرجاء التحديد	8

192	How many days were you absent from school this year? كم يوم تغيبت عن المدرسة هذا العام؟	Never ولا يوم	1-3 days 3-1 أيام	2	4-6 days 6-4 أيام	3	7-9 days 9-7 أيام	4	More than ten days أكثر من عشرة أيام	5
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193	What were the reasons for your absence from school (You can select more than one answer)?			
	ما هي أسباب غيابك عن المدرسة (تستطيع أن تختار أكثر من إجابة)؟			
	Helping with household duties مهام منزلية	1	Illness مرض	6
	Being away from the country السفر خارج البلد	2	Being at work التواجد في العمل	7
	Didn't want to go to school عدم الرغبة في الذهاب إلى المدرسة	3	Fear of punishment from teacher الخوف من عقاب المعلم	8
	Didn't have school uniform ليس لدي لباس مدرسي	4	Fear of bad treatment from other students الخوف من سوء معاملة التلاميذ الآخرين	9
	Didn't have school material ليس لدي الأغراض المدرسية	5	Other, please specify غير ذلك، الرجاء التحديد	10

194	How many days did you arrive more than 15 minutes late in school during this year? ما هو عد المرّات التي وصلت فيها متأخراً إلى المدرسة؟	Never ولا مرة	1-3 times 3-1 مرّات	2	4-6 times 6-4 مرّات	3	7-9 times 9-7 مرّات	4	More than ten times أكثر من عشرة مرّات	5
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195	What were the reasons for your late arrival to school (You can select more than one answer)?			
	ما هي أسباب تأخرك عن المدرسة (تستطيع أن تختار أكثر من إجابة)؟			
	Helping with household duties مهام منزلية	1	Illness مرض	6
	Being away from the country السفر خارج البلد	2	Being at work التواجد في العمل	7
	Didn't want to go to school عدم الرغبة في الذهاب إلى المدرسة	3	Fear of punishment from teacher الخوف من عقاب المعلم	8
	Didn't have school uniform ليس لدي لباس مدرسي	4	Fear of bad treatment from other students الخوف من سوء معاملة التلاميذ الآخرين	9
	Didn't have school material ليس لدي الأغراض المدرسية	5	Other, please specify غير ذلك، الرجاء التحديد	10

196	What kind of problems do you face at school (You can select more than one answer)?		
	ما هي المشاكل التي تواجهك في المدرسة (تستطيع أن تختار أكثر من إجابة)؟		
	Inability to follow up with the curriculum عدم القدرة على متابعة المنهج الدراسي	1	Fear of punishment from teacher الخوف من عقاب المعلم
	Low grades درجات متدنية	2	Fear of bad treatment from other students الخوف من سوء معاملة التلاميذ الآخرين
	Stress/anxiety ضغط نفسي/قلق	3	Inadequate physical infrastructure البنية التحتية المدرسية غير ملائمة
	Not having school uniform ليس لدي لباس مدرسي	4	Other, please specify غير ذلك، الرجاء التحديد
	Not having school material ليس لدي الأغراض المدرسية	5	
			6
			7
			8
			9

197	Did you talk to anyone about these problems (You can select more than one answer)?		
	هل تكلمت مع أحد بخصوص هذه المشاكل (تستطيع أن تختار أكثر من إجابة)؟		
	None لا أحد	1	My school counselor الموجه التعليمي
	My parents الأهل	2	My school psychosocial counselor المرشد النفسي
	My relatives الأقرباء	3	My friends الأصدقاء
	My brothers or sisters الأخوات	4	Other, please specify غير ذلك، الرجاء التحديد
	My teacher المعلم	5	
			6
			7
			8
			9

198	When you feel unhappy, to whom do you talk about it (You can select more than one answer)?		
	مع من تتحدث عندما تكون حزينا (تستطيع أن تختار أكثر من إجابة)؟		
	None لا أحد	1	My school counselor الموجه التعليمي
	My parents الأهل	2	My school psychosocial counselor المرشد النفسي
	My relatives الأقرباء	3	My friends الأصدقاء
	My brothers or sisters الأخوات	4	Other, please specify غير ذلك، الرجاء التحديد
	My teacher المعلم	5	
			6
			7
			8
			9

199	What things make you happy at school (You can select more than one answer)?			
	ما هي الأشياء التي تُسعدُك في المدرسة (تستطيع أن تختار أكثر من إجابة)؟			
	Acquire new things اكتساب أشياء جديدة	1	Good textbooks جودة الكتب	5
	Good grades درجات جيّدة	2	To be safe and protected الشعور بالأمان و الحماية	6
	Being together with friends التواجد مع الأصدقاء	3	Forgetting my problems at home نسيان مشاكل البيت	7
	Good teachers المعلمون الأكفاء	4	Other, please specify غير ذلك ، الرجاء التحديد	8

200	What do you need to study well (You can select more than one answer)?			
	ماذا تحتاج لتدرس جيداً (تستطيع أن تختار أكثر من إجابة)؟			
	Good teachers المعلمون الأكفاء	1	Remedial classes صفوف علاجية	3
	Good textbooks الكتب الجيّدة	2	To be safe and protected الشعور بالأمان و الحماية	4
	Other, please specify		غير ذلك ، الرجاء التحديد	5

201	Does the school provide opportunities for you to express your worries and anxieties? هل توفر لك المدرسة فرصاً للتعبير عن قلقك و مخاوفك ؟	Yes نعم	1	No لا	2
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202	How does the school help you to express your worries and anxieties (You can select more than one answer)?			
	كيف تساعدك المدرسة على التعبير عن قلقك و مخاوفك (تستطيع أن تختار أكثر من إجابة)؟			
	By talking to my teacher بالتحدث مع المعلم	1	By talking to a psychosocial counselor بالتحدّث مع المرشد النفسي	4
	By talking to a school counselor بالتحدث مع الموجه التعليمي	2	By organizing group activities بتنظيم أنشطة جماعية	5
	By providing a space for play and recreation توفير المكان للعب و الترفيه	3	Other, please specify غير ذلك ، الرجاء التحديد	6

203	Do you feel accepted at your school? هل تشعر بأنك بقبول في مدرستك؟	Yes نعم	1	No لا	2
204	If No, explain why? إذا كانت الإجابة «لا» ، أشرح لماذا؟				
205	Do you feel included in your classroom? هل تشعر بأنك مدمج داخل الصف؟	Yes نعم	1	No لا	2
206	If No, explain why? إذا كانت الإجابة «لا» ، أشرح لماذا؟				

207	What academic challenges do you have at school (You can select more than one answer)?					
	ما هي التحديات التعليمية التي تواجهك في المدرسة (تستطيع أن تختار أكثر من إجابة)؟					
	Entry Exam امتحان الدخول	1	Language difficulty صعوبة اللغة		3	
	Difficult curriculum صعوبة المناهج الدراسية	2	Other, please specify غير ذلك، الرجاء التحديد		4	
208	Did you benefit from any remedial classes? هل استفدت من أي صفوف علاجية؟	Yes نعم	1	No لا	2	
209	If yes, what type of remedial classes did you have (You can select more than one answer)?					
	إذا كانت الإجابة «نعم»، ما نوع الصفوف العلاجية التي حصلت عليها (تستطيع أن تختار أكثر من إجابة)؟					
	Extra classes صفوف إضافية	1	Language classes صفوف لغوية		2	
	Other, please specify غير ذلك، الرجاء التحديد				3	
210	What would you like to be become in the future?					
	ما الذي تود أن تصبح في المستقبل؟					
	Teacher معلم	1	Doctor طبيب		3	
	Engineer مهندس	2	Other, please specify غير ذلك، الرجاء التحديد		4	
211	Do you have opportunities to practice your hobbies? هل لديك فرص لممارسة هواياتك؟	Yes نعم	1	No لا	2	

Annex E: Parents/Guardians Survey

استبيان الآباء / الأوصياء

يهدف هذا الاستبيان إلى تقييم مشروع منظمة اليونيسيف في دعم وزارة التربية الوطنية في إدماج التلاميذ العراقيين. الرجاء الإجابة على كل الأسئلة ولكم جزيل الشكر مسبقاً على إتمام هذا الاستبيان.

Region		Date	
المنطقة		التاريخ	
Area		EVT member	
المكان		عضو فريق التقييم	
Respondent number		Questionnaire #	01-
رقم المجيب		استبيان #	

212	Date of birth		(Day/ Month/Year)
	تاريخ الولادة	___/___/___	(اليوم/الشهر/السنة)
213	Gender	Male	Female
	الجنس	ذكر	أنثى
214	What's your relationship with the pupil's family?		
			ما علاقتك بأسرة التلميذ؟
	Father	1	Sister
	الأب		الأخت
	Mother	2	Relative
	الأم		أحد الأقرباء
	Other, please specify		5
			غير ذلك، الرجاء التحديد
215	What's your highest degree?	Illiterate	Secondary
		أُمِّي	إعدادي/ثانوي
		Uneducated	University
	ما هو تحصيلك العلمي؟	بدون تحصيل علمي	جامعي
		Elementary	
		ابتدائي	
216	Did you enroll all your children in school?	Yes	No
	هل سجلت كل أولادك في المدرسة؟	نعم	لا
217	If yes, how many of them did you enroll?		
	إذا كانت الإجابة « لا »، كم ولد لم تسجل؟		

218	Why didn't you enroll your children in school (You can select more than one answer)?			
	لماذا لم تُسجل أولادك في المدرسة (تستطيع اختيار أكثر من إجابة)؟			
	Problems with residency	1	Lack of space in school	6
	مشاكل الإقامة		نقص الأمكنة في المدرسة	
	Missing school records	2	My child helps with household chores	7
	فقدان السجل المدرسي		ابني يُساعد في الأعمال المنزلية	
	Inability to cover school expenses	3	My child works to support the family	8
	عدم القدرة على تغطية النفقات المدرسية		ابني يعمل لدعم العائلة مادياً	
	My child is disabled	4	Other reasons, please specify	9
	ابني لديه إعاقة		غير ذلك، الرجاء التحديد	
	My child didn't pass the entry exam	5		
	ابني لم ينجح في امتحان الدخول			

219	How is your child adapting to the Syrian curriculum?	Very well	1	Well	2	I don't know	3	Not so well	4	Needs help	5
	كيف يتأقلم ابنك مع المناهج السورية؟	جيد جداً		جيد		لا أعلم		ليس جيداً		بحاجة لمساعدة	
220	How is your child coping with the new school environment?	Very well	1	Well	2	I don't know	3	Not so well	4	Needs help	5
	كيف يتأقلم ابنك مع البيئة المدرسية الجديدة؟	جيد جداً		جيد		لا أعلم		ليس جيداً		بحاجة لمساعدة	
221	How do you feel about your child attending his/her school?	Very comfortable	1	Comfortable	2	I don't know	3	Uncomfortable	4	Very uncomfortable	5
	ما هو شعورك جبال ذهاب ابنك إلى المدرسة؟	مرتاح جداً		مرتاح		لا أعلم		غير مرتاح		غير مرتاح على الإطلاق	
222	How does your child speak about school?	Very positively	1	Positively	2	Neutral	3	Negatively	4	Very negatively	5
	كيف يتكلم ولدك عن المدرسة؟	إيجابي جداً		إيجابي		حيادي		سلبى		سلبى جداً	

223	What are the problems/challenges faced by your child at school (You can select more than one answer)?			
	ما هي المشاكل / التحديات التي يواجهها طفلك في المدرسة (تستطيع اختيار أكثر من إجابة)؟			
	Inability to follow up with the curriculum	1	Fear of punishment from teacher	6
	عدم القدرة على متابعة المنهج الدراسي		الخوف من عقاب المعلم	
	Low grades	2	Fear of bad treatment from other students	7
	درجات متدنية		الخوف من سوء معاملة التلاميذ الآخرين	
	Stress/anxiety	3	Inadequate physical infrastructure	8
	ضغط نفسي/قلق		البنية التحتية المدرسية غير ملائمة	
	Not having school uniform	4	Other, please specify	9
	ليس لديه لباس مدرسي		غير ذلك، الرجاء التحديد	
	Not having school material	5		
	ليس لديه الأغراض المدرسية			

224	Did you do anything to deal with these problems/challenges (You can select more than one answer)?											
	هل فعلت شيئا لمعالجة هذه المشاكل / التحديات (تستطيع اختيار أكثر من إجابة)؟											
	Talked with my child تحدثت مع طفلي	1	Talked with the child teacher تحدثت مع المعلم	5								
	Talked with the school counselor تحدثت مع الموجه التعليمي	2	Talked with my relatives تحدثت مع الأقرباء	6								
	Talked with the school psychosocial counselor تحدثت مع المرشد النفسي	3	Didn't take any action لم أتخذ أي إجراء	7								
	Talked with the school principal تحدثت مع مدير المدرسة	4	Other, please specify غير ذلك، الرجاء التحديد	8								
225	Did you receive any additional support or help for your child? هل تلقيت أي دعم إضافي أو مساعدة لطفلك؟		Yes نعم	1	No لا	2						
226	What kind of assistance did you receive to help your child cope with his difficulty (You can select more than one answer)?											
	ما هو نوع المساعدة التي تلقيتها لمساعدة طفلك في تجاوز صعوباته (تستطيع اختيار أكثر من إجابة)؟											
	Consulted with the school counselor استشرت الموجه المدرسي	1	Received school material حصلت على أدوات مدرسية	7								
	Consulted with the school psychosocial counselor استشرت المرشد النفسي المدرسي	2	Received food حصلت على مساعدة غذائية	8								
	Consulted with my child teacher استشرت معلم طفلي	3	Received money حصلت على مساعدة مالية	9								
	Consulted with the school principal استشرت مدير المدرسة	4	Received medical assistance حصلت على مساعدة طبية	10								
	Received textbooks حصلت على كتب مدرسية	5	Other, please specify غير ذلك، الرجاء التحديد	11								
	Received scholarship حصلت على منحة دراسية	6										
227	Did you your child receive any psychological support هل تلقى طفلك أي دعم نفسي؟		Yes نعم	1	No لا	2						
228	Who provided the psychological support (You can select more than one answer)?											
	من الذي وفر الدعم النفسي (تستطيع اختيار أكثر من إجابة)؟											
	School counselor الموجه المدرسي	1	Government المنظمات الحكومية	5								
	School psychosocial counselor المرشد النفسي	2	Relative/friends الأقرباء/الأصدقاء	6								
	Teacher المعلم	3	NGOs المنظمات غير الحكومية	7								
	Principal المدير	4	Other, please specify غير ذلك، الرجاء التحديد	8								
229	How often do you go to school to see your child teacher? كم مرة تقوم بزيارة المدرسة لمقابلة معلم طفلك؟		Never ولا مرة	1	Once a week مرة في الأسبوع	2	2-3 times per week 2-3 مرات	3	Once a month مرة في الشهر	4	As needed عند الحاجة	5

230	Do you feel welcomed when you visit the school?	Very welcomed	1	Welcomed	2	Unwelcomed	3
	هل تشعر أنه مُرحب بك عندما تزور مدرسة طفلك؟	مُرحب به جداً		مُرحب به		غير مُرحب به	
231	Are you involved in your child's school activities?	Very involved	1	Involved	2	Non-involved	3
	هل تشارك في نشاطات طفلك المدرسية؟	مشارك جداً		مشارك		غير مشارك	
232	Do you feel that the school administration is responsive to your child's needs?	Very responsive	1	Responsive	2	Non-responsive	3
	هل تجد أن إدارة المدرسة مستجيبة لحاجيات طفلك؟	مستجيبة جداً		مستجيبة		غير مستجيبة	
233	Did any of your children leave school?	Yes	1	No	2		
	هل ترك أحد أولادك المدرسة؟	نعم		لا			
234	What was the reason for leaving school (You can select more than one reason)?						
	ما السبب الذي أدى إلى ترك المدرسة (تستطيع اختيار أكثر من إجابة)؟						
	Not interested in school	1	Physical illness	13	مرض عضوي		
	غير مهتم بالدراسة						
	Repeated failure	2	Psychological illness	14	مرض نفسي		
	رسوب متكرر						
	Illegal status	3	Physical disability	15	إعاقة جسدية		
	وضع غير قانوني						
	Fear of deportation	4	Family poverty	16	الفقر		
	الخشية من التسفير						
	Expiration of residency permit	5	Work to help family	17	العمل من أجل مساعدة العائلة		
	نهاية مدة الإقامة						
	Completion of primary level education	6	Family disintegration	18	تفكك الأسرة		
	إنهاء التعليم الابتدائي						
Completion of secondary level education	7	Family caretaking	19	رعاية أفراد العائلة			
إنهاء التعليم الثانوي							
School not available nearby	8	Social restrictions	20	عوائق اجتماعية			
عدم وجود مدرسة قريبة							
Transportation not available	9	Feeling of insecurity	21	الشعور بعدم الأمان			
عدم وجود وسائل نقل							
Return back to Iraq	10	Resettlement in another country	22	إعادة التوطين في بلد آخر			
العودة إلى العراق							
Lack of academic support at home	11	Inadequate student grade placement	23	وضع التلميذ في صف غير مناسب لمستواه المدرسي			
عدم توفر مساعدة تعليمية في المنزل							
Fast-paced curriculum	12	Other reasons, please specify	24	غير ذلك، الرجاء التحديد			
كثافة المواد الدراسية							
Academic gaps due to disrupted schooling	13						
صعوبات تعليمية بسبب الانقطاع عن المدرسة							

Annex F: Interview Guide – UNICEF

Date		Beginning	
Location		End	
Respondent number		Interview #	01-

Project Title:	Programme of support to Syrian Education in areas affected by large influx of Iraqi children refugees
Project Objectives	<p>General Objective: Support the fulfillment of the right of all children to access education</p> <p>Specific Objective: The enrolment in education is improved, particularly for Iraqi children, and the educational system complies with national standards (elimination of the double shift and the reduction of the student per class ratio to 35) pertaining to school physical and pedagogical environment.</p> <p>Expected results:</p> <ul style="list-style-type: none"> • Enrollment of Iraqi refugee children increased by at least 100% in target areas. • School physical and learning environments are improved • At least 50% of all teachers and school counselors in target areas are equipped with the skill and knowledge on basic psychosocial support to refugee children. <p>Schools Rehabilitation</p> <ul style="list-style-type: none"> Repair of water sanitation blocks Repair of main building Provide access to safe drinking water
Confidentiality Reminder	Your responses are confidential. Results will be aggregated, no individuals will be identified in the final report.

What was your role in this project?

How long have you been involved in this project?

What project activities were you involved in?

1. Effectiveness

- 1- Overall, do you think the project objectives were achieved? Explain how?
- 2- Which project objectives were achieved? Can you elaborate on what factors contributed to the achievement of these objectives?
- 3- Which project objectives were not achieved? What factors contributed to the non-achievement of these objectives?
- 4- Did the project objectives/focus change during the project implementation?
 - Describe the changes/adjustments?
 - What factors caused these changes/adjustments?
- 5- What aspects of the project were the most successful? Explain why?
- 6- What aspects of the project were the least successful? Explain why?
- 7- As you know, the project interventions included: rehabilitation of schools, double shifting, provision of supplies, training of MoE staff; CFS implementation; which one of these interventions was the most effective in increasing the number of Iraqi Children (IC) to access quality education? Explain why?
- 8- Were there any unanticipated outcomes of the project?

2. Planning and Coordination

- 1- Was a needs assessment conducted during the project design? What was assessed?
- 2- Were the project beneficiaries involved/consulted in the formulation, planning and design of the project? Explain how?
- 3- Were the project activities planned and coordinated effectively between all three stakeholders (UNICEF, EU & MoE). Explain how?
- 4- Were the project activities planned and coordinated effectively within each stakeholder (UNICEF, EU & MoE). Explain how?
- 5- What actions should be taken to strengthen planning and coordination mechanisms?
- 6- What are the main lessons learned from this project regarding planning & coordination? Be specific, provide examples.

3. Roles, assumptions & constraints

- 1- Did the project team (UNICEF, EU and MoE) receive a description of their roles and responsibilities in the project? Provide an example.
- 2- What are the major assumptions made during the design of the project? Be specific, provide two or three assumptions.
- 3- What criteria were used to select schools? Where they appropriate? Explain how?
- 4- What are the external and internal constraints faced by each stakeholder (UNICEF, EU & MoE) during the project planning and execution? Be specific, provide examples.

4. Efficiency

- 1- Were the project resources used efficiently? Explain how?
- 2- Are the results satisfactory given the human and financial resources invested? Explain why?
- 3- Were there strategies for minimizing cost that offer promising models for future projects design and implementation? Provide examples.
- 4- Were there strategies implemented for collecting relevant data about project cost benefit analysis?

5. Sustainability

- 1- Did the project include sustainability strategies? Be specific, provide examples.
- 2- What factors could contribute to the likely sustainability of the project outcomes? Be specific, provide examples.
- 3- To what extent is it likely that MoE will continue these activities in the absence of external funding?

6. Communication & reporting

- 1- How was the project information disseminated?
 - To funding agencies (EU)
 - To key beneficiaries (community)
 - To national partners (NGOs)
 - To other UNICEF sectors
- 2- Do you have recommendations or suggestions for improving these communication mechanisms?
- 3- What reporting mechanisms were established? Type and frequency of reports?
- 4- What actions should be taken to strengthen baseline data indicators, monitoring, review and adequate reporting?

Overall, based on your experience with this project, what could be done differently to ensure the success of similar projects in the future?

- Identifying project goals and priorities
- Developing implementation strategies
- Monitoring process
- Coordination with partners
- Reporting
- Communication
- Other aspects