



Final Report

Third-party evaluation of WV Japan Project:
**“Project for Education and Child
Protection in West Mosul”**

Ref #: JPF-IRQ-23-001
July 08, 2024



List of Acronyms

CP	Child Protection
CPC	Child Protection Committee
CUP	Catch Up Program
DoE	Directorate of Education
FGD	Focus Group Discussions
IDP	Internally Displaced Persons
JPF	Japan Platform
KII	Key Informant Interviews
NGO	Non-Governmental Organization
OECD-DAC	Organization for Economic Co-operation and Development - Development Assistance Committee
PTA	Parents-Teachers Association
SSW	School Social Workers
WVJ	World Vision Japan
WASH	Water Sanitation and Hygiene
TPM	Third-Party Monitoring
CFM	Complaint feedback Mechanism
DNH	Do Not Harm

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1. Executive Summary

Background and Introduction of JPF Projects in Iraq

The Japan Platform (JPF) has been actively addressing the humanitarian crisis in Iraq, particularly focusing on the significant influx of refugees from Syria and internal conflicts. West Mosul has been a focal point of these efforts due to extensive damage to infrastructure, especially educational facilities, affecting children's access to safe education. JPF, through World Vision Japan (WVJ), has implemented multiple project phases aimed at improving the educational environment and strengthening child protection mechanisms. These projects focused on rehabilitating schools, enhancing WASH facilities, providing learning materials, and training educational and child protection staff to ensure a safe learning environment and improve the overall well-being of children.

Project Details

The projects consisted of two phases:

Phase 6: Aimed at improving basic scholastic abilities for vulnerable children and supporting educators in operating schools effectively. Key outcomes included improved literacy and numeracy, strengthened capacity of teachers and school staff, and enhanced child protection mechanisms within schools and communities.

Components	Objective	Outcome	Output Targets
Component 1: Improve Children's Basic Academic Skills	Improve literacy and numeracy of school children aged 7 to 12 who are significantly behind in learning	Children's basic academic skills will improve, and the dropout rate will decrease	<ul style="list-style-type: none"> - 8 staff trained for CUP - 320 children enrolled in CUP - 70% children completing CUP - 72 DoE and school staff trained - 120 teachers trained in general pedagogy - 78 PTA members trained - 1 peer learning session conducted - Teaching materials and equipment provided to 6 schools
Capacity Building	Capacity of teachers and school staff is strengthened in pedagogy and school management	Teachers and school staff will be more effective in their roles	<ul style="list-style-type: none"> - 12 participants per school x 6 schools in planning and class management training - 20 teachers per school x 6 schools in general teaching skills training
Component 2: Improve Protection Environment for Vulnerable Children	Vulnerable children at risk receive support through case management	Vulnerable children will receive support tailored to individual needs, and child protection mechanisms in communities will be strengthened	<ul style="list-style-type: none"> - 35 children supported through case management - 90 school staff and teachers trained - 6 SSWs trained - 30 children supported by SSWs

			<ul style="list-style-type: none"> - 3 CPCs established - 45 CPC members trained - 1 peer learning session between CPCs - 2 awareness-raising activities by CPCs - 6 staff trained for adolescent girls' empowerment sessions - 240 adolescent girls participated in empowerment sessions
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Phase 7: Focused on further improving academic skills and supporting educators in managing schools. This phase also emphasized strengthening child protection mechanisms, providing case management, and building community-based child protection systems.

Components	Objective	Outcome	Output Targets
Improving children's basic academic skills and empowering school officials	Improving children's basic scholastic abilities and empowering school officials	Improving the ability of children to read and write with significant lags in basic academic ability	<ul style="list-style-type: none"> - 400 children - 90% of children who completed CUP
Capacity Building		Strengthen school management capacity of teachers and PTAs	<ul style="list-style-type: none"> - 60 faculty members who participated in the training of school regulations - 75% of teachers and staff with improved understanding of school regulations - 3 regular PTA meetings - 1 task-sharing sessions held between schools - 6 schools receiving teaching materials and equipment
Component 2: Improve Protection Environment for Vulnerable Children	Improving the protective environment for vulnerable children	Children in vulnerable environments receive the necessary support through case management	<ul style="list-style-type: none"> - 30 children supported individually - 55 children supported by social workers
		Community-Based Child Protection Mechanisms Strengthened	<ul style="list-style-type: none"> - 3 child protection committees established -78% of CPC members with improved understanding of child protection - 45 CPC members trained in child protection - 1 Challenge Sharing Sessions of CPC - 1 awareness-raising activities held by CPC

Evaluation Objectives

CRSM Consulting was engaged to evaluate the project by capturing precise information, verifying activities, and analyzing data. The evaluation aimed to:

- Verify adherence to humanitarian principles and standards.
- Assess adherence to the project proposal.
- Analyze the project's impact.
- Assess adherence to humanitarian standards.
- Understand direct and Indirect beneficiary satisfaction.
- Provide feedback for project improvement.
- Document lessons learned.

Evaluation Scope

The evaluation covered an endline evaluation of Phase 6 and a midterm evaluation of Phase 7, following OECD-DAC criteria and core humanitarian standards. It assessed output delivery, direct and Indirect beneficiary satisfaction, stakeholder participation, project management, visibility, and drew lessons and recommendations for future projects.

Evaluation Design and Approach

The evaluation employed a mix-method approach, including surveys, on-site observations, FGDs, and KIIs, to gather quantitative and qualitative data. This comprehensive approach ensured the reliability and validity of findings. The evaluation also used methodological triangulation and contribution analysis to assess the project's relevance, effectiveness, efficiency, and impact, focusing on how the project contributed to immediate relief and long-term development goals.

Evaluation Methodology

The evaluation methodology was structured into three phases: inception, data collection, and data analysis and reporting. The inception phase involved designing the evaluation framework, sampling strategy, data collection tools, and conducting a comprehensive desk review. The data collection phase included engaging and training local enumerators, planning and coordinating data collection, and ensuring quality through continuous monitoring and validation. The data analysis and reporting phase focused on processing the collected data, performing quantitative and qualitative analysis, and triangulating findings to formulate evidence-based conclusions.

During the inception phase, a kickoff meeting was held with JPF and WVJ staff to understand the project's scope and requirements. A detailed desk review of project documents helped refine the evaluation approach. Data collection tools were developed, translated, digitized, and pre-tested to ensure accuracy and relevance. An inception report outlining the evaluation plan was prepared and submitted.

In the data collection phase, local enumerators conducted surveys, KIIs, and FGDs with beneficiaries and stakeholders. Data was collected using KOBO, an online application, ensuring real-time monitoring and quality control. Enumerators received comprehensive training, and field supervisors provided technical guidance. Data was continuously monitored, cleaned, and validated to ensure its reliability.

The data analysis and reporting phase involved processing quantitative data using MS Excel for statistical analysis and qualitative data through transcription and thematic analysis. Triangulation of data from multiple sources ensured robust findings. The Consultant periodically updated JPF and WVJ and used infographics to present data visually. The final evaluation report incorporated feedback from stakeholders and included a detailed presentation of findings in a validation workshop. The Consultant maintained strict confidentiality and data protection protocols throughout the evaluation process.

Demographic Information of Evaluation Participants

The demographic information of evaluation participants for the WV Japan Project involved a diverse set of 234 unique respondents across various data collection methods. The direct beneficiary survey included 196 participants from different schools, providing quantitative insights into the project's impact. Additionally, 19 focus group discussions (FGDs) engaged 114 participants, offering qualitative feedback and deeper insights into the direct and indirect beneficiaries' experiences. Moreover, 19 key informant interviews (KIIs) were conducted with key stakeholders, including program coordinators, project managers, education and child protection officers, field supervisors, and school managers, contributing expert and contextual insights critical for a comprehensive understanding of the project dynamics and outcomes.

Findings

Adherence to Humanitarian Principles and Standards: The WV Japan Project demonstrated strong adherence to Core Humanitarian Standards (CHS) 4, 5, and 6. 42% of all respondents were involved in decision-making or implementation processes, with the highest participation among PTA members (63%) and teachers (58%). Awareness of the complaint and feedback mechanisms was high at 74%, but actual usage was low (8%). Satisfaction with the complaint mechanism was at 75%. The project also maintained cultural appropriateness and minimized negative impacts, with 97% acknowledging consideration of local contexts and 93% observing positive impacts.

Adherence to the Project Proposal: Both phases of the project adhered closely to their initial proposals. Phase 6 focused on improving literacy and numeracy, strengthening teacher capacity, and enhancing child protection. Phase 7 continued these efforts, expanding educational support and child protection mechanisms. Feedback from surveys, FGDs, and KIIs confirmed the effective implementation of these activities, with all planned sessions conducted and targets met.

Project Impact: The project had a significant positive impact, with 86% of respondents affirming its beneficial influence on the community. Teachers (97%) and CPC members (96%) reported the highest levels of positive impact, followed by students (87%) and parents (88%). The project improved teaching practices, reduced dropout rates, enhanced child protection mechanisms, and fostered community engagement.

Effectiveness: The project was effective in achieving its goals, with 80% of direct beneficiaries affirming the success of activities. Teachers reported improvements in teaching practices (97%), classroom management (97%), and student success rates (92%). Parents confirmed enhanced child protection and educational support, while CPC members highlighted strengthened child protection mechanisms and community engagement.

Efficiency: The project activities were timely, with 89% of participants noting that activities were conducted on schedule. Minor delays were reported due to external factors like holidays and weather conditions, but these did not significantly impact overall efficiency.

Beneficiary Satisfaction: Satisfaction levels were high across all groups: teachers (92%), PTA members (100%), CPC members (91%), and students (99%). The project effectively met the needs of its direct beneficiaries, enhancing educational outcomes and community capabilities in child protection and educational management.

Visibility: The visibility assessment found that the project manager actively informed stakeholders about the Japanese government's support, with multiple office visits confirmed by respondents. However, awareness of the Japanese Ambassador's presence at school opening ceremonies was mixed. Some respondents were aware and noted preparations, while others lacked information. Overall, while efforts to highlight the Japanese support were evident, improving communication and awareness of high-profile engagements could enhance visibility.

Best Practices

The WV Japan Project implemented several best practices to enhance capacity building, stakeholder engagement, and program delivery flexibility. Key strategies included long-term capacity building, strong stakeholder relationships, and inclusivity efforts, such as involving senior female community members to ensure female

participation in CPCs. The project demonstrated adaptability by adjusting CUP session schedules and using WhatsApp for communication. Innovations in pedagogy, including educational technology and curriculum planning, significantly improved teaching practices, while training in behavioral management and child protection strengthened safety measures for children. Inter-sectoral collaboration and gender equity initiatives ensured inclusive and equitable benefits for all community members.

Lessons Learned

Lessons learned emphasized adaptive financial strategies, such as negotiating payments in Iraqi Dinar to navigate local banking restrictions. Teachers highlighted the importance of improved teaching methods, better classroom management, and the need for continued use of educational technology. Parental engagement through regular meetings and workshops was crucial for supporting children's education. Recommendations from parents and CPC members included increased training for staff, more resources for child protection, and programs for vulnerable students. Sustainability of the project's benefits was reinforced by significant improvements in teaching practices, child protection measures, and community engagement, fostering a resilient and supportive environment for ongoing development and safety.

Recommendations for Project Improvement:

1. Implement modern, continuous needs assessment methodologies using technology such as mobile surveys and real-time data analytics. Focus on areas such as educational needs, teacher training requirements, child protection, community engagement, and infrastructure and resources to ensure accurate and timely data collection for better-informed decisions.
2. Establish ongoing professional development programs with regular updates on teaching methods to maintain and improve teaching quality and student outcomes.
3. Conduct regular parent-teacher meetings, workshops, and community awareness programs to foster greater community support and involvement in educational activities, leading to improved student performance and well-being.
4. Invest in upgrading school facilities, including classrooms, libraries, and technology, to create better learning environments that support educational outcomes.
5. Enhance stakeholder engagement and communication strategies with regular meetings, newsletters, and updates to improve transparency and awareness of project outcomes and support from the Japanese government.
6. Revise training schedules and formats to better meet participant needs, ensuring effective and relevant training sessions.
7. Improve participation and feedback mechanisms by enhancing the visibility and accessibility of feedback channels, particularly among students and CPC members.
8. To address gaps in teacher training and follow-up, implement a structured system involving regular field visits by the General Directorate of Nineveh Education and monthly evaluations by the Preparation and Training Department. This will improve classroom implementation, enhance instructional quality, and better meet the program's goals.
9. Strengthen efforts to publicize and invite participation in high-profile events and ceremonies involving the Japanese Ambassador, including formal invitations, media coverage, and stakeholder notifications.

2. Background and Introduction of JPF Projects in Iraq

2.1. Background of JPF Funded WVJ Projects in Iraq

Iraq has grappled with persistent internal humanitarian challenges and those emanating from neighboring Syria for over twenty years. The conflict in Syria led to a significant influx of refugees into Iraq, exacerbating the strain on Iraqi society and economy, already burdened by internal strife.

West Mosul, Iraq, has been a center of conflict, especially notable during the rise and subsequent operations against ISIS. The city has suffered extensive damage to infrastructure, including educational facilities, which has profoundly impacted children's access to safe and effective education.

The region faces severe humanitarian challenges including displacement, destruction of infrastructure, and a critical need for basic services. These challenges are compounded by the need for comprehensive child protection mechanisms to safeguard vulnerable children from exploitation and abuse, particularly in conflict-affected areas.

2.2. Introduction of JPF Funded WVJ Projects in Iraq

The Japan Platform (JPF) addresses global humanitarian needs during emergencies and has allocated funding for World Vision Japan (WVJ), having staff present in Erbil, Iraq, consisting of multiple phases. These initiatives focused on improving the safe education environment and child protection in West Mosul, Iraq, as part of JPF's response to the humanitarian crisis stemming from the Iraq-Syria conflict.

The WVJ project, funded by the Japan Platform (JPF), was geared towards improving the educational environment and strengthening child protection mechanisms in West Mosul. It aimed to rehabilitate educational infrastructure, enhance the capacity of educational and child protection staff, and implement programs specifically designed to address the educational backlogs faced by children due to prolonged displacement and conflict.

Specific initiatives included the enhancement of numeracy and literacy among students having gap in learning, and provision of necessary learning materials. Training programs for teachers and school management staff were also key components, focusing on pedagogical skills and child protection, to ensure a safe and supportive learning environment for all children.

The project placed a strong emphasis on child protection, aiming to create a protective environment around the schools and within the community. This involved training community members and school staff in child protection and case management, establishing community-based child protection mechanisms, and empowering particularly vulnerable groups such as adolescent girls.

These efforts were expected to significantly impact the local community by not only improving the quality of education but also by enhancing the overall well-being and safety of children in West Mosul. The project also focused on building resilience among children and the community to mitigate the effects of current and future crises.

The long-term goal of the WVJ project was to contribute to the stabilization and development of the region by ensuring that children could continue their education in a safe and enriching environment, thereby laying a foundation for community recovery and development.

A brief of phases of the project is given below:

Table 1 Project Phases and Duration

Project Name	Project Period
Project for improving safe education environment and child protection in West Mosul-Phase 6	1 st October 2022 30 th September 2023
Project for improving safe education environment and child protection in West Mosul-Phase 7	1 st October 2023 31 st July 2024

3. Project Details

A brief detail of the planned outcomes of each phase are presented below.

3.1. Improving safe education environment and child protection in West Mosul, Iraq-Phase 6

Project Objective: To improve basic scholastic abilities so that vulnerable children who have lost opportunities for adequate education can continue their education, and to support the appropriate and effective operation of schools and classrooms by educators at the target schools. Strengthen child protection mechanisms in schools and communities to ensure that particularly vulnerable children have access to individualized needs-based interventions.

Output 1: Improve literacy and numeracy of school children aged 7 to 12 year who are significantly behind learning.

Output 2: Capacity of teachers and school staff is strengthened in pedagogy and school management.

2.1: Vulnerable children at risk receive support through case management.

2.2: Capacity of school staff are strengthened in child protection and case management.

2.3: Community mechanism of protecting children is strengthened.

2.4: Adolescent girls are empowered

3.2. Support for education and child protection in Western Mosul, Phase-7

Project Objective: In addition to improving basic academic skills so that vulnerable children who have lost the opportunity to receive appropriate education can continue their education, support will be provided so that educators at target schools can manage schools and classes appropriately and effectively. Strengthen child protection mechanisms in schools and communities to ensure that particularly vulnerable children receive tailored support.

Component 1: Improve children's basic academic skills and improve the abilities of school personnel.

Output 1.1: Improve the reading and writing skills of children with significant delays in basic academic skills.

Activity: 1.1.1: Provision of remedial (CUP) programs

Output 1.2: Strengthen the capacity of teachers and staff.

Activity 1.2.1: Capacity building of school staff regarding teacher norms and school regulations

Component 2: improving the protective environment for vulnerable children.

Output 2.1: Children in vulnerable environments get the support they need through case management.

Activity 2.1.1: Providing case management for children in need of individual support.

Output 2.2: Capacity of school personnel in child protection and case management is strengthened.

Activity 2.2.1: Capacity building of school social workers (SSW) in childcare and case management

Output 2.3: Strengthening community-based child protection mechanisms.

Activity 2.3.1: Supporting the establishment and operation of CPC.

Activity 2.3.2: Training on protecting children and referrals to CPC.

Activity 2.3.3: Building CPC relations and sharing issues.

Activity 2.3.4: Implementation of educational activities through CPC

4. About the Evaluation

4.1. Evaluation Objectives

Japan Platform (JPF) engaged CRSM Consulting (The Consultant), a Third-Party Monitoring (TPM) and Evaluation firm, to precisely capture information, verify activities and analyze data on implemented project activities, and provide recommendations that can be utilized when implementing similar projects in future.

The specifically the evaluations aimed to.

- Verify adherence to humanitarian principles and standards ensures that humanitarian projects uphold neutrality and impartiality, adhering to established principles and standards.
- Assess adherence to the project proposal confirms that project align with their initial proposals, maintaining course toward their objectives.
- Analyze project impact evaluates the effectiveness of project in meeting the needs of their intended beneficiaries, assessing their overall impact.
- Assess the adherence to humanitarian standards verifies compliance with relevant principles and standards, including the Core Humanitarian Standards, to uphold best practices.
- Understand beneficiary satisfaction measures the level of satisfaction among project beneficiaries, ensuring their needs and expectations were being met.
- Providing feedback for project improvement offers constructive feedback to enhance future project planning and implementation processes.
- Documenting lessons learned extracts valuable insights and best practices from projects, fostering continual improvement and knowledge sharing for future endeavors.

4.2. Evaluation Scope

The scope of this evaluation included an endline evaluation of phase 6 and a midterm evaluation of phase 7 of the project. The evaluation followed the OECD-DAC criteria and core humanitarian standards. Its primary aim was to assess how the project contributed to both immediate relief efforts and long-term development goals.

More specifically the Scope of evaluations included:

1. Conducting the output to review, validating the efficient delivery of intended outputs and ascertaining if and how they led to the intended outcome as per the purpose statement (in line with OECD DAC criteria of efficiency, effectiveness, and coherence).
2. Assessing the level of satisfaction of direct beneficiaries (disaggregated by gender) with the changes brought by the project. Seek feedback from relevant stakeholders on the project interventions (in line with OECD DAC criteria of effectiveness).
3. Assessing the level of participation of, and accountability to the crisis affected people, particularly vulnerable individuals including women, in the project related decision making and assess how effectively the project strengthened the key local actors.
4. Management Modality Review
 - a. Assessing the MEAL system and practices applied by WVJ for quality assurance as well as ensuring feedback and complain mechanisms are in place.
 - b. Evaluating whether the methods used by member NGOs to measure outcomes and outputs are adequate for analyzing and comprehending the results of the support provided, and if adjustments have been made accordingly.
5. Visibility
 - a. Checking the visibility of the project in accordance with the JPF Visibility Guidelines, signed cooperation agreement and agreed terms with WVJ.
6. Drawing lessons learnt and recommendations from the evaluation for the implementing NGO, JPF and other JPF member agencies active in Iraq.

4.3. Evaluation Design and Approach

4.3.1. Mix-Method Evaluation Design:

The Consultant used mixed methods, participatory approaches, and designs for the evaluation of the project. The proposed approach and methodology were guided by and was in-line with "Do no harm principles" and adhered to the principles and policies of WVJ, with special attention paid to Child Protection principles, Gender policy, and Preventing Sexual Exploitation, Abuse and Harassment (PSEAH) policy.

A combination of data collection methods from field such as:

- Surveys with direct and indirect beneficiaries (schools` children (boys and girls), their parents, and teachers),
- On-site observations (of rehabilitated infrastructure and equipment provides),
- Focus Group Discussions (FGDs) (schools` children (boys and girls), their parents, and teachers) and
- Key Informant Interviews (KIIs) with most informed persons of the project (such as WVJ staff, project implementation staff, Government authorities including directorate of Education (DoE), Mayors/Mukhtars, school principals, Child Protection Committee members, school social workers, members of parents-teachers association, Departments, PTA members etc.),

were used to gather required information for analysis in determining the quantitative and qualitative effectiveness and impact of the project. This helped the consultant to respond to the questions asked under the evaluation scope of the ToRs as well as other evaluative dimensions (e.g., under OECD DAC evaluation criteria, level of participation, accountability, and lessons learned, etc.). Similarly, other methods, such as desk and literature reviews of the project and other contextual documents, supplemented the information collected through qualitative and quantitative tools.

4.3.2. Methodological and Analytical Triangulation Approach:

The consultant applied methodological triangulation for data collection, allowing information to be gathered from multiple sources. This approach ensured that the findings, derived from various sources, enhanced the reliability and validity of the analysis.

4.3.3. Contribution Analysis Approach:

The evaluation informed the project staff and other stakeholders about:

- How the project contributed to immediate relief and long-term development goals,
- To what extent has the project contributed to strengthening resilience of the direct and indirect beneficiaries.
- The contributions of the project to Iraq-Syria Humanitarian Crisis Response Plan Goals (in line with OECD DAC criteria of impact and relevance)

The analysis focused on assessing the project's relevance, effectiveness, efficiency and impact and identifying the key factors that have contributed to achieving or not achieving the intended results.

4.3.4. OECD/DAC Evaluation Criteria and Evaluation Framework

In line with the ToRs, the Consultant used OECD DAC evaluation criteria for the evaluation. The structure of DAC is also a reflection of higher emphasis on greater depth on the role and coverage of direct and Indirect beneficiaries. The consultant first determined the Key evaluation Questions (KEQs) for the evaluation and then developed sub-questions to address the objectives of evaluating the projects as per OECD/DAC criteria.

5. Evaluation Methodology

To conduct evaluation as per approach explained above, the Consultant followed a phase-wise methodology. Below are the summary and details of three phases.

- The inception phase included designing and structuring the approach and methodology for the evaluation. It included evaluation design, evaluation criteria, structure of the evaluation framework, sampling strategy, data collection tools and literature review, etc.
- The data collection phase of the evaluation covered the data collection from the project locations and ensuring the quality of data.
- The data analysis and reporting Phase was the conclusion of the evaluation. In this phase, data and information collected from the first two phases for the evaluation were analyzed. Findings of the evaluation were presented in an appropriate manner according to the evaluation objectives.

The details of each of the above phases are elaborated below.

5.1. Inception Phase

5.1.1. Kick-Off and Subsequent Meeting(s) with JPF and Member NGOs of the project

The Consultant held a kickoff meeting with JPF and WVJ staff, on February 26, 2024, including their focal points to understand the project and phases, their status, stakeholders, and methodology for field work. The consultant also discussed documents required for desk review and major deadlines. The WVJ shared the contact of their focal points for smoother communication.

5.1.2. Desk Review

The Consultant conducted a desk review for the project phases. The documents include various project documents such as:

- Project proposals
- Logframe
- End of project reports
- Standard operating procedures
- CPC campaign brochure
- Child safeguarding policy
- CPC training material
- CM training material
- General pedagogy training material
- PTA training on child protection material
- SSW training material
- Catch up program manual
- Beneficiary and school selection criteria
- Beneficiaries list
- Project staff list
- JPF Visibility Guidelines, signed cooperation agreement and agreed terms with WVJ
- Project budgets

The review helped in realizing the project implementation strategies; interventions, progress, and challenges; key project components implemented, and results achieved. The desk review also helped the consultant in refining and finalization of the evaluation approaches and methodologies, work plans, stakeholder mapping, sampling, and data collection tools etc.

5.1.3. Data Collection Tools Development

The consultant developed the following types of data collection tools as per the finalized OECD-DAC evaluation questions and Log-framework's indicators:

- **Direct Beneficiary Survey and FGDs:**

The Consultant developed structured survey questionnaires to conduct interviews with school children, from 7 to 12 years old, teachers and parents. Below is the sampling strategy for the beneficiaries.

Sampling for Survey and FGDs

The sampling was done with a 95% confidence level and a 5% margin of error. The sampling was conducted with a population size of 1,329 for direct beneficiaries (students, teachers, parents, School Social Workers (SSW), Child Protection Committee (CPC) members, and Parents-Teachers Association (PTA) members) for both phases. The sample size of 299 was distributed across the project's phases (phase 6 and 7) and then allocated to each stratum based on the activities.

Phase-6

The assigned sample size for this phase was 224 (including students and teachers), determined based on the proportion of the population in this phase relative to the total population of the project, encompassing both phases. Out of the total 224, 91 were planned to be covered through surveys while 133 respondents were planned to be covered through FGDs.

For Students: For each type of activity and respondent, a specific sample size was determined, with consideration given to the total population size. For example, for the Catch-Up Program, the sample size was determined to be 69 students, while for Case Management (High risk & Legal), it was 6 students. Additionally, sample sizes were also determined for focus group discussions (FGDs) and FGD participants, which varied depending on the activity and type of respondent.

The tables below mention the distribution of sample size across types of beneficiaries.

Table 2 Sample Size and Distribution (Students) for Phase 6

	Beneficiary Type	Boys	Girls	Total	Sample Size	Survey		
Phase 6 (Students Older Than 12)						Boys	Girls	Total
(If student is less than 12 involve caregiver or parents in interview)								
Catch-Up Program	Al Shaheed Daoud	0	80	80	15	0	9	9
	Al Shaheed Nafaa	60	0	60	13	7	0	7
	Al Shuhadaa for boys	40	0	40	9	3	0	3
	Al Shuhadaa for girls	0	40	40	9	0	3	3
	Mosul Al Salam	60	0	60	13	7	0	7
	Uqba bin Nafaa	0	40	40	9	0	3	3
Case Management High risk & Legal	Al-Shuhadaa	6	3	9	2	1	1	2
	Tal-Rumman	3	4	7	2	1	1	2
	Al-Mamoon	2	2	4	1	0	0	1
	Shuhdaa	0	1	1	0	0	0	0
	Tal Alruman	0	1	1	0	0	0	0
	Alm'moon	5	0	5	1	1	0	1
Case Management SSWs Cases Referred	Al Shaheed Daoud	1	5	6	1	0	1	1
	Al Shuhadaa for boys	6	0	6	1	1	0	1
	Al Shuhadaa for girls	1	5	6	1	0	1	1
	Mosul Al Salam	3	3	6	1	1	1	1
	Uqba bin Nafaa	1	5	6	1	0	1	1
Empower girls	Tal-Ruman	0	90	90	16	0	10	10
	Al-Mamoun	0	15	15	3	0	3	3

	Al-Shuhadaa	0	137	137	23	0	17	17
	Total	188	431	619	124	24	52	76
Training for Planning & Time Management	Al Shaheed Daoud	5	5	10	2	1	1	2
	Al Shaheed Nafaa	6	4	10	2	1	1	2
	Al Shuhadaa for boys	6	5	11	2	0	0	0
	Al Shuhadaa for girls	8	2	10	2	2	0	2
	Mosul Al Salam	11	0	11	2	2	0	2
	Uqba bin Nafaa	0	10	10	2	0	2	2
Training for General Pedagogy	Al Shaheed Daoud	12	6	18	4	0	0	0
	Al Shaheed Nafaa	12	6	18	4	0	0	0
	Al Shuhadaa for boys	7	4	11	2	2	1	2
	Al Shuhadaa for girls	11	6	17	4	2	1	4
	Mosul Al Salam	15	0	15	3	3	0	3
	Uqba bin Nafaa	0	18	18	4	0	4	4
Subject Pedagogy Training	Al Shaheed Daoud	6	6	12	3	1	1	3
	Al Shaheed Nafaa	11	8	19	4	0	0	0
	Al Shuhadaa for boys	2	2	4	1	0	0	1
	Al Shuhadaa for girls	6	4	10	2	1	1	2
	Mosul Al Salam	9	0	9	2	2	0	2
	Uqba bin Nafaa	0	14	14	3	0	3	3
PTA members	Al Shaheed Daoud	12	1	13	3	3	0	3
	Al Shaheed Nafaa	9	4	13	3	2	1	3
	Al Shuhadaa for boys	11	2	13	3	2	0	3
	Al Shuhadaa for girls	0	13	13	3	0	3	3
	Mosul Al Salam	0	13	13	3	0	0	0
	Uqba bin Nafaa	6	7	13	3	1	2	3
School Social Workers (SSWs)	Al Shaheed Daoud	0	1	1	0	0	0	0
	Al Shaheed Nafaa	1	0	1	0	0	0	0
	Al Shuhadaa for boys	1	0	1	0	0	0	0
	Al Shuhadaa for girls	0	1	1	0	0	0	0
	Mosul Al Salam	1	0	1	0	0	0	0
	Uqba bin Nafaa	1	0	1	0	0	0	0
Training for Child Protection, PSS and Case Management	Al Shaheed Daoud	9	6	15	3	2	1	3
	Al Shaheed Nafaa	9	6	15	3	2	1	3
	Al Shuhadaa for boys	9	4	13	3	2	1	3
	Al Shuhadaa for girls	9	7	16	4	0	0	0
	Mosul Al Salam	7	8	15	3	2	2	3
	Uqba bin Nafaa	2	13	15	3	0	3	3
CPC	Tal-Ruman	8	7	15	3	0	0	0
	Al-Shuadaa	8	7	15	3	2	2	3
	Al-Mamoun	8	7	15	3	2	2	3
	Total	238	207	445	100	40	35	75

For Other Than Students: The sample size was based on the total population size of individuals other than students, such as teachers, Parents-Teachers Association (PTA) members, School Social Workers (SSWs), and Child Protection Committee (CPC) members. For each type of activity and respondent, a specific sample size was determined, taking into account the total population size and the objectives of the study or program. For example, for the Planning & Time Management Training activity targeting teachers, a sample size of 14 was determined, while for the General Pedagogy Training, a sample size of 22 teachers was specified. Similarly, sample sizes were determined for other types of respondents and activities, such as PTAs, SSWs, and CPC members, with

consideration given to factors such as the importance of their role in the program or study. Additionally, there were also specifications for the number of focus group discussions

Table 3 Sample Size and Distribution (Other Than Students) for Phase 6

Phase 6	Beneficiary Type	Male	Female	Total	FGDs		Number of FGD Participants
					Male	Female	
Training for General Pedagogy	Al Shaheed Daoud	12	6	18	1	0	6
	Al Shaheed Nafaa	12	6	18	1	0	6
Subject Pedagogy Training	Al Shaheed Nafaa	11	8	19	0	1	6
PTA members	Mosul Al Salam	0	13	13	0	1	6
Training for Child Protection, PSS and Case Management	Al Shuhadaa for girls	9	7	16	1	0	6
CPC	Tal-Ruman	8	7	15	1	0	6
Total		238	207	445	4	2	36

Phase-7

The assigned sample size for this phase was 64, determined based on the proportion of the population in this phase relative to the total population of the project, encompassing both phases. Out of the total 64, 34 were planned to be covered through surveys while 30 respondents were planned to be covered through FGDs. The tables below show the sample size distribution to students and non-student groups.

Students: The population consisted of both boys and girls, with a total population of 160 students. For the Catch-Up Program (CUP), the sample size was determined to be 36 students, with 18 students allocated for surveys and 18 for focus group discussions (FGDs). The distribution of the sample size was tailored to ensure representation from both genders and adequate participation in surveys and FGDs for effective data collection and analysis within the student population.

Table 4 Sample Size and Distribution (Students) for Phase 7

Beneficiary Type		Boys	Girls	Total	Sample Size	Survey		
Phase 7 (Students older Than 12) (If student is less than 12 involve caregiver or parents in interview)						Boys	Girls	Total
Catch-Up Program	Al Shaheed Daoud	0	20	20	4	0	4	4
	Al Shaheed Nafaa	40	0	40	9	0	0	0
	Al Shuhadaa for boys	20	0	20	4	4	0	4
	Al Shuhadaa for girls	0	20	20	4	0	4	4
	Mosul Al Salam	0	20	20	4	0	4	4
	Uqba bin Nafaa	0	40	40	9	0	0	0
Total		60	100	160	36	4	13	18
Phase 7	Beneficiary Type	Male	Female	Total	Sample Size	Survey		
CPC	Rajm Hadeed	8	7	15	3	2	2	3
	Mshahda	8	7	15	3	0	0	0
	Mua'almen	8	7	15	3	2	2	3
CoC Training	Al Shaheed Daoud	8	2	10	2	2	0	2
	Al Shaheed Nafaa	9	1	10	2	2	0	2
	Al Shuhadaa for boys	6	4	10	2	1	1	2
	Al Shuhadaa for girls	5	5	10	2	1	1	2
	Mosul Al Salam	10	0	10	2	0	0	0
	Uqba bin Nafaa	1	9	10	2	0	0	0
				105	24	10	6	16

Other Than Students: The population included males and females, with a total population of 105 individuals. For the CoC Training activity, which targeted teachers, the sample size was determined to be 34, with 16 individuals designated for surveys and 18 for focus group discussions (FGDs). The table below shows the sample size distribution.

Table 5 Sample Size and Distribution (Other Than Students) for Phase 7

Phase 7 (Students Greater Than 12) (If student is less than 12 involve caregiver or parents in interview)		Number of FGDs Boys	Number of FGDs Girls	Total participants of FGD
Catch-Up Program	Al Shaheed Nafaa	1	0	6
	Uqba bin Nafaa	0	1	6
Total		1	1	12
Phase 7	Beneficiary School Name	Number of FGDs		Number of FGD Participants
		Male	Female	
CPC	Mshahda	1	0	6
CoC Training	Mosul Al Salam	1	0	6
	Uqba bin Nafaa	0	1	6
Total		2	1	18

- **Key Informant Interviews (KIIs)**

The KIIs provided qualitative data (and to some extent quantitative data) for OECD DAC evaluation questions and other dimensions such as project processes, performance and contributions, about target results, validating the efficient delivery of intended outputs and ascertaining if and how they led to the intended outcome, technical capacity and expertise review, insight on the view of problems, lessons learnt, and recommended solutions. The consultant developed semi-structured interview tools for KIIs.

Sampling for KIIs

The consultant used purposive sampling to select specific individuals who had roles in the project designing and/or implementation and whose roles were significant to the project in achieving desired outcomes. A total 16 KIIs were planned to be conducted with the below-mentioned stakeholders.

- 1) WVJ project staff
 - a) Project Director
 - b) Project Manager
 - c) Project Coordinator
 - d) MEAL Manager
- 2) School Principals (1 for each school)
- 3) Mayor
- 4) Mukhtars
- 5) DoE focal point
- 6) CPC member
- 7) SSW member
- 8) PTA members

- **On-site observation**

Observation checklist is an unstructured guide for observation of on-site activities in both the phases. It covers project activities such as rehabilitation/refabrication of school infrastructures, and equipment provided etc. and assesses maintenance, cleanliness and suitability of constructed and rehabilitated school buildings and equipment.

Sampling for Observations

One observation was conducted per facility which is constructed or renovated including the machinery and equipment provided by the project. For phase-2, 5 schools and for phase-3 4 schools will be observed.

The tools for the evaluation are annexed to this report.

5.1.4. Tools Translation, Digitization and Pre-testing

After the approval from WVJ, the data collection tools were translated into Arabic and back translated into English for quality assurance. The data collection tools were converted to Kobo – an online data collection application. There were in-built checks in the Kobo application which restrained errors and wrong entries.

The tools were pre-tested to check for any errors & omissions, their length, skip patterns, efficiency, consistency, reliability, and relevancy before execution in field work.

5.1.5. Preparation & Submission of Inception Report

The Consultant prepared the Inception Report (IR) for the evaluation. The inception report included a detailed work plan and methodology, including approach, guiding questions, interview/survey questions, a proposed list of stakeholders to be interviewed or otherwise involved, sample direct beneficiary and key informant selection strategy, a list of data to be collected and a timeline for the evaluation process.

5.2. Data Collection Phase

Data collection activities including preparation for data collection were included in this phase. Below were the sub-phases:

5.2.1. Engaging and Training the Enumerators

The consultant engaged and deployed local, experienced enumerators from Mosul for specific project locations. Comprehensive training was provided to these enumerators, covering all aspects of the evaluation tools, including qualitative and quantitative methods, technical terms, sampling techniques, beneficiary selection, and ethical considerations.

5.2.2. Data Collection Planning and Coordination

The Consultant developed and shared a detailed data collection plan with WVJ, specifying which teams would cover specific areas on given dates. They ensured JPF/WVJ was updated on any changes. The Consultant also obtained contact details of schools and conducted KIIs, with WVJ project staff facilitating the enumerators in connecting with direct beneficiaries and stakeholders.

5.2.3. Data Collection, Monitoring & Quality Assurance

The enumerators conducted surveys, KIIs, and FGDs in-person by visiting each selected school and community as per the approved sampling and data collection plan. The Lead Consultant and co-lead consultant also conducted KIIs online. The field supervisors and data manager validated and ensured the quality of the collected data through back-checks and process monitoring. They provided technical guidance to enumerators where needed.

Since the data was collected using KoBo, the data manager monitored and checked the quality of data being collected/uploaded on servers daily for quality assurance. Errors were communicated to the teams for rectification, when needed. He also performed data cleaning. The qualitative data was transcribed for analysis, and missing links and partial information were flagged to the enumerators daily for rectification.

5.3. Data Analysis and Reporting Phase

5.3.1. Data Processing

Since the quantitative data was collected on smartphones, the received/downloaded data was almost cleaned. However, the Consultant re-checked datasets to assure quality. The following steps/tasks were executed for data management:

- Exported data to MS Excel for analysis.
- Data editing and coding of open-ended responses
- Data cleaning (validation of 'n' and initial frequency/% and checking for outliers)

For the qualitative data, if permission was granted by the respondents, they audio recorded the FGDs and interviews, which were transcribe and translated into English for analysis.

5.3.2. Data Analysis

The Consultant performed data analysis which included triangulation of data gathered from various sources like literature review, quantitative, and qualitative data.

Quantitative Data Analysis: The survey data was analyzed while disaggregating it by gender, area, output, and age etc., through MS Excel. The Consultant prepared cross-tabulation, descriptive analysis (averages, standard deviation, ranges), correlation and inferential statistics where appropriate. Only statistically significant results were reported. An additional feature of quantitative analysis was calculation of indicators for the logical framework and comparative analysis. Findings from the analysis of survey results were corroborated and triangulated with qualitative data and secondary information to formulate valid arguments for the evaluation purpose.

Qualitative Data Analysis: The process involved transcribing the qualitative data (collected through interviews and FGDs), followed by collating and summarizing into categories and themes (data reduction) as deemed necessary considering the study needs (i.e. to answer questions and sub-questions of OECD DAC criteria).

Triangulation and Analysis: The consultant brought together all the elements from the desk and field phases, analyzed data, formulated answers to the evaluation questions, identified theoretical and statistical causality, objective reasoning and drew conclusions. The systematic analysis and triangulation of data collected through the desk review and collected in the field ensured that the consultant was able to make objective and balanced statements that were based on evidence and were realistic from the perspective of the stakeholders.

A completely cleaned data set is shared with JPF/WVJ in an electronic format, with this report.

5.3.3. Reporting

Periodic Reporting: The Consultant updated the JPF and WV staff periodically, containing timely, relevant, and verified information related to implementation of evaluation plan.

Draft and Final Evaluation Reports: The report included specific answers to the key evaluation questions of the evaluation. The findings were shared in the form of graphs, tables, narration, comparative analysis, etc. The draft report was submitted to JPF and WVJ for their review and feedback.

Use of Infographics: The Consultant simplified data into concise, easy-to-follow, effective, and easy-to-understand formats. The quantitative data was analyzed and presented using charts and statistics with the help of a Data Visualization tool. The consultant also integrated qualitative data, as much as possible, to show the reasons, explanations, thoughts, and feelings of respondents. This approach will help the readers of the report to understand the contextual situation and community practices behind the numbers.

Final Evaluation Report: The Consultant prepared and submitted the Final Report after incorporating the comments received from JPF/WVJ on the draft report. Additionally, the Consultant also submitted raw data and visuals collected during the contract period.

Evaluations' De-brief/Discussion and Validation Workshops (Virtual): A detailed presentation on the findings of the evaluation results was carried out in a discussion during a validation workshop with the relevant stakeholders, including JPF and WVJ.

5.4. Network and Access Information

The Consultant employed a secure network infrastructure with a focus on stringent access controls. Our network operates on a Virtual Private Network (VPN) for enhanced security, and all devices are equipped with Full Disk Encryption (FDE) measures such as BitLocker for Windows. The Wi-Fi network utilizes WPA3 encryption standards, and multi-factor authentication (MFA) is mandatory for all users. Regularly updating passwords and use of encryption for wireless connections enhances data security. The consultant strictly adhered to role-based access controls (RBAC) to limit permissions based on job roles.

To safeguard against cyber threats, all office computers and devices are equipped with up-to-date antivirus software and firewalls. Regular cybersecurity training sessions are conducted for employees to enhance awareness and promote responsible online behavior. The use of Virtual Private Network (VPN) connections is mandatory for remote work, ensuring secure data transmission. Data encryption standards, such as AES-256, are implemented on all devices to protect against unauthorized access. Additionally, routine vulnerability assessments and penetration testing are conducted to identify and address potential weaknesses in our cybersecurity infrastructure.

5.5. Confidentiality and Data Protection Policies

The consultant prioritized confidentiality and data protection through a well-defined framework. Sensitive information is classified, and strict access controls are enforced based on roles. Encryption standards, including TLS for transit and BitLocker for data at rest, ensure secure handling. Regular employee training covers phishing threats and secure data practices. The consultant employed secure communication channels and have a robust incident response plan for breaches. Our data retention and disposal policies align with legal requirements, and third-party agreements explicitly state security expectations. Continuous monitoring and auditing identify and address potential vulnerabilities, maintaining a high level of security and compliance. Furthermore, the Consultant is actively pursuing ISO 27001 certification, underscoring our commitment to achieving and maintaining the highest standards in information security management.

6. Demographic information of Evaluation Participants

This section outlines the demographics of participants who contributed to the data collection for the WV Japan Project evaluation. It specifies the distribution and total numbers of respondents across various data collection methods, including surveys, focus group discussions (FGDs), and key informant interviews (KIIs), providing a clear overview of the stakeholder engagement in the evaluation process of phase 6 and phase 7.

Overall, the data collection involved 234 unique participants, ensuring a robust and diversified set of perspectives to inform the evaluation. This approach underscores the thoroughness of the stakeholder engagement process, reflecting a wide array of views and experiences pertinent to the project's evaluation.

6.1. Beneficiary Survey

The primary data collection involved surveys, with a total of 196 direct beneficiaries participating. This method provided quantitative insights into the impact of the project on its direct beneficiaries. The table below shows the distribution of survey respondents across various schools involved in the WV Japan project evaluation.

Table 6 Distribution of survey respondents across various schools

Survey by School Names:	Total
Mosul Al Salam	34
Al Shuhadaa for girls	42
Al Shaheed Daoud	48
Al Shaheed Nafaa	18
Uqba bin Nafaa	27
Al Shuhadaa for boys	27
TOTAL	196

6.2. Focus Group Discussion (FGD)

A total of 118 participants engaged in 19 FGDs, which offered qualitative feedback and deeper insights into the direct beneficiaries' experiences and the effectiveness of project activities. The table below summarizes the distribution of Focus Group Discussions (FGDs) across different schools and communities, detailing the number of FGDs conducted and the total participants involved in each location:

Table 7 FGDs Across Different Schools and Communities

FGDs by School Names/Community:	Total FGDs	Total Participants
Uqba bin Nafaa	3	18
Al Shaheed Nafaa	4	24
Al Shuhadaa for boys	1	6
Mosul Al Salam	3	18
Al Shuhadaa for girls	3	18
Al Shaheed Daoud	4	24
Mshahda	1	6
TOTAL	19	114

6.3. Key Informant Interview (KII)

During the data collection phase, 19 key informants were interviewed, providing expert and contextual insights critical for a comprehensive understanding of the project dynamics and outcomes. The table below lists key stakeholders involved in the WV Japan Project evaluation, highlighting their roles and contributions across various capacities.

Table 8 key stakeholders involved in the WV Japan Project evaluation

Name	Designation
Mina Chiba	Program Coordinator
Chiaki Furuta	Project manager
Ari Kareem	P.C., T.A
Waleed	Education & CP officer
Salah	Education & CP Field supervisor
Amenah	Education & CP Field supervisor
Shimal	Meal officer
Martin	MEAL Manager
Arkan	Community Mobilizer till phase 6, supervise mainly CP activities
Aya	Facilitating CUP sessions
Shireen	Facilitating CUP sessions
Emad	Facilitating CUP sessions
Ahmad Othman	Director of the Training Division in the Preparation and Training Department
Firas	Trainer from the Preparation and Training Department
Yusra	School Manager - Uqba Bin Nafaa
Qusai	School Manager - Al Shaheed Daoud
Nedal	CPC
Khawla	PTA
Hadi	SSW
Talal Ahmed Hameed	School Manager - Mosul Al Salam

6.4. Onsite Observations

In the evaluation of the project, onsite observations were initially planned for the infrastructure activities. However, as the evaluation progressed, these activities were removed from the evaluation objectives, and therefore, no onsite observations were conducted.

7. Detailed Findings

This section of the evaluation report delves into the detailed findings from the assessment of the WV Japan Project Phase 6 and Phase 7. The data for the analysis is collected through surveys, FGDs across different stakeholder groups i.e. Teachers, PTA Members, CPC Members, and Students and will be triangulated from KIIs. The evaluation explores the project’s adherence to humanitarian principles and standards, its alignment with the initial project proposal, and the impact on the targeted beneficiaries. Furthermore, it evaluates the implementation of best practices, the satisfaction levels among direct beneficiaries, and the lessons learned throughout the project lifecycle. Each subsection provides a comprehensive analysis based on collected data, offering insights into the effectiveness of the project and making recommendations for future enhancements. The aspects of the projects for which the direct beneficiaries for both phases were the same are analyzed collectively. This structured approach ensures a thorough understanding of the project's outcomes and the potential for continued improvement and impact.

7.1. Adherence to Humanitarian Principles and Standards

The commitment to humanitarian principles and standards is fundamental to the integrity and effectiveness of any humanitarian intervention. This segment of the report evaluates the WV Japan Project’s adherence to Core Humanitarian Standards 4, 5, and 6, which emphasize the importance of neutrality, impartiality, and the inclusion of direct and indirect beneficiaries in decision-making processes. Through a series of targeted survey questions, this evaluation seeks to determine whether the project actively involved direct and Indirect beneficiaries in activities, respected their inputs, and maintained transparent and responsive feedback mechanisms.

- **Core Humanitarian Standards**

CHS 4: Humanitarian response is based on communication, participation and feedback

To evaluate the WV Japan Project’s adherence to Core Humanitarian Standard 4 “the humanitarian response is based on communication, participation and feedback”, which emphasizes the need for humanitarian projects to ensure that communities and people affected by crisis know their rights, are able to access information, and participate effectively in programs that impact them. The survey respondents across different stakeholder groups: Teachers, PTA Members, CPC Members, and Students were asked if they participated in the decision making and implementation processes of the projects.

Table 9 Survey respondents across different stakeholder groups

CHS 4	Teachers		PTA Members		CPC Members		Students	Average		Total Avg
	Decision Making	Implementation	Decision Making	Implementation	Decision Making	Implementation	Decision Making	Decision Making	Implementation	
Yes	58%	45%	63%	44%	43%	17%	26%	47%	36%	42%
No	42%	55%	38%	56%	57%	83%	74%	53%	64%	58%

As depicted in the table above, the data shows that 42% of all respondents reported that they were involved in project-related activities or decision-making processes. According to the data, 47% of the respondents indicated to have participated in decision making while 36% stated that they participated in implementation processes.

The highest participation in decision making rate was among PTA Members (63%), followed by Teachers (58%), indicating relatively stronger engagement among these groups. While CPC Members (43%) and Students (26%) reported lower rates of participation in decision making. Similarly, 45% teachers stated that they participated in implementation of the project activities followed by 44% PTA members, and 17% CP members.

“Everyone participated. We held a meeting with the organization and the parents as well” – Female FGD Participant, Mosul.

CHS 5: Complaints are welcomed and addressed

Analyzing the data provided for Core Humanitarian Standard 5 “complaints are welcomed and addressed” which focuses on ensuring that complaints are welcomed and addressed effectively, the survey participants were asked regarding their awareness and experiences with the complaint and feedback mechanisms (CFM).

Table 10 Complaints and feedback mechanism

CHS 5: Complaints and feedback is welcomed	Awareness of CFM	Filed complaint	Complaints addressed	Overall satisfaction with CFM
Yes	74%	8%	56%	75%
No	26%	91%	44%	25%

According to the data in table, overall awareness of how to give feedback or register a complaint is relatively high, 74%, across all groups. All the survey respondents were asked if they know about the complaints and feedback mechanism, of which 74% indicated that they know about how to give feedback. These aware respondents were further enquired if they had ever filed a complaint or given feedback and 8% of respondents stated that they have given feedback. Among these, 56% said that their complaints were addressed.

Table 11 Awareness regarding CFM

Did you know about the method of giving feedback or registering the complaint	Teacher	PTA members	CPC Members	Student	Average
Yes	74%	69%	96%	56%	74%
No	26%	31%	4%	44%	26%

with CPC Members reporting the highest awareness at 96%, followed by Teachers at 74%, PTA Members at 69%, and Students at 56%. This indicates that most participants know how to access complaint mechanisms, which is critical for ensuring accountability and responsiveness. According to the respondents, they came to know about CFM through the project staff, community meetings, family and friends while a few came to know about it through pamphlets, flyers or online platforms.

Despite high awareness, the actual use of these mechanisms is notably low, averaging only 8% across all groups. CPC Members and Students show particularly low engagement with these mechanisms at 5% and 8%, respectively. This suggests that while individuals may be aware of the processes, there may be no need felt to use them.

Among 8% who filed complaints, the proportion of complaints addressed is mixed, with 100% of PTA Members who registered complaints stating their issues were resolved, whereas none of the few CPC Members who made complaints had them addressed. Among Teachers and Students who made complaints, 50% and 75% respectively report resolution. The average time taken to address / resolve a complaint is 7 days. According to Key Informant Interviews (KII) respondents, the complaints received were mainly related to issues such as electricity. No major complaints about the project activities were reported.

Overall satisfaction with CFM is relatively high, with 74% of Teachers, 81% of PTA Members, 70% of CPC Members, and 74% of Students reporting satisfaction. The overall average satisfaction rate of 75% reflects a positive perception of the mechanisms' effectiveness among those who have engaged with it.

CHS 6: Humanitarian Response is coordinated and complementary

The qualitative data from KIIs highlights the efforts being made to strengthen the capacity of local educational institutions under CHS 6, emphasizing enhanced collaboration, targeted training, and infrastructure development. The partnerships formed through this initiative are multifaceted, involving formal agreements, regular coordination meetings, joint planning sessions, and the collaborative implementation of activities, all aimed at

enhancing educational outcomes. This structured collaboration is evidenced by the successful two-year integration of training and implementation efforts between the World Vision and local government entities, which has been described as "very successful."

The robust approach to project validation, involving comprehensive feasibility studies (economic, scientific, and educational) by local or international organizations before approval and funding, signifies a methodical and impactful strategy to educational development. This meticulous planning ensures that only the most viable projects proceed, thereby optimizing resource use and enhancing educational impacts.

Further testimony to the effectiveness of these efforts is provided by initiatives to provide ongoing training programs, develop resource materials, and offer technical support, which are crucial for the sustainable improvement of educational institutions. One key informant highlighted the significant role of international and local organizations in driving these efforts, despite challenges such as reduced support in times of global crises.

A notable quote encapsulating the essence of these collaborative efforts' states, "Through personal testimonies, knowledge, and relationships, in addition to educational supervision, this type of partnership is also carried out to enhance and develop education in local schools." This statement reflects the deep community and stakeholder engagement that characterizes the project's approach, ensuring that educational enhancements are both comprehensive and culturally resonant.

Overall, the data underscores a proactive and collaborative approach to enhancing local educational capacities, with a clear focus on sustainable partnerships and stakeholder engagement that promises to yield long-term educational benefits.

- *Do No Harm*

The participants were also asked questions to assess the projects' adherence to "Do No Harm" principles in terms of their sensitivity to local context, cultural appropriateness, and their impact on the community. The survey questions directed at different respondent groups: Teachers, Parent Teacher Association (PTA) members, and Child Protection Committee (CPC) Members from phase 6 and phase 7 of WVJ projects. The table below shows the overall responses on the participants for various aspects of the DNH principles for the project.

Table 12 Participant responses to Do Not Harm project principles

Adherence to Do no Harm Principles	Local Context	Culturally inappropriate	Positive impact	Negative impact	No access due to gender
Yes	97%	8%	93%	2%	5%
No	3%	92%	7%	98%	95%

Local Context and Cultural Appropriateness

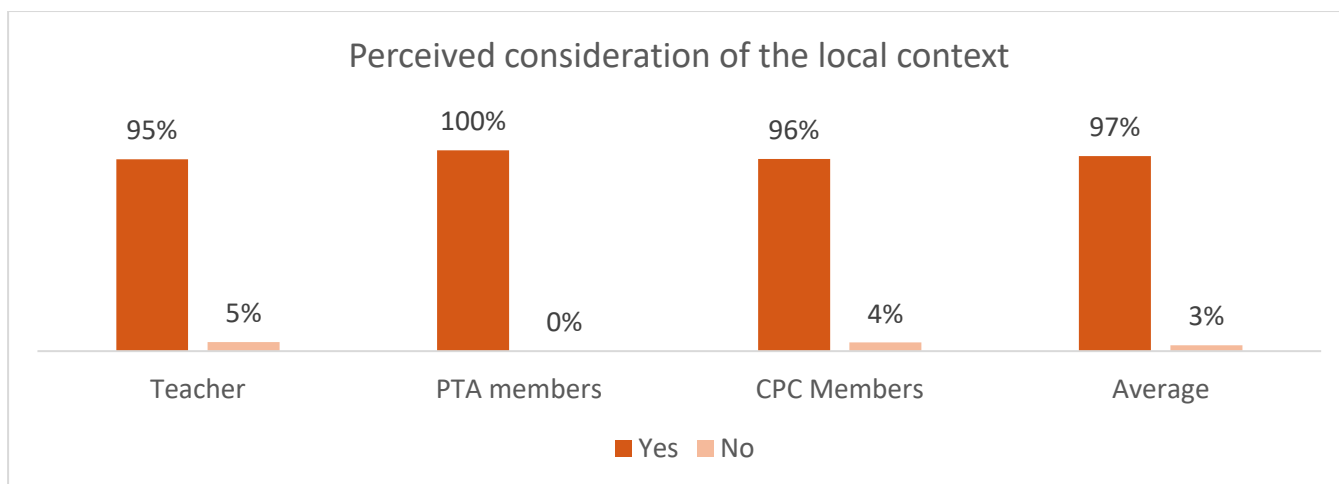


Chart 1 Perceived consideration of the local context

According to the data shown in table above, 97% respondents believe that the project activities took into account the local context and potential conflicts, suggesting a strong awareness and effort to integrate local conditions into project planning and execution. Among these respondents 95% of Teachers, 100% of PTA members, and 96% of CPC members agree to this.

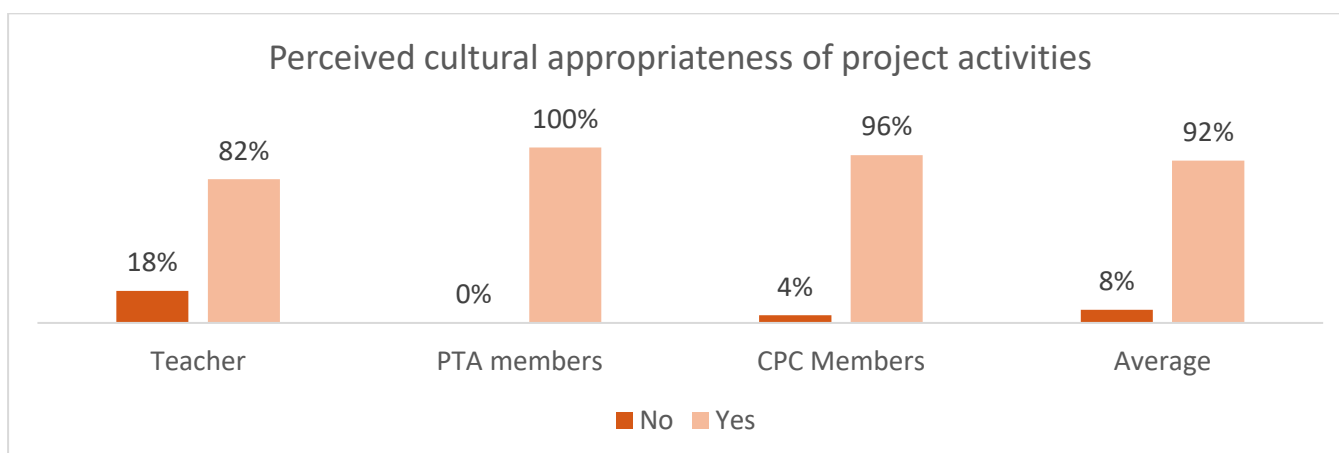


Chart 2 Cultural Appropriateness of project activities

As shown in the chart above, the majority of respondents, 92%, stated that the project activities were culturally appropriate. Only 18% of Teachers felt that all activities were culturally inappropriate, which contrasts sharply with 0% of PTA members and 4% of CPC members observing any culturally inappropriate activities. According to the respondent "Customs and traditions do not allow the region to be governed" indicates that external interventions are seen as an attempt to 'govern' or impose external values or structures that conflict with established local customs and traditions and that certain educational content or child protection policies might be viewed as alien or inappropriate, clashing with local norms or societal structures. Furthermore, some respondents were critical of the courses taught to the students such as English, science and even girls empowerment. This suggests that while efforts to respect local culture were largely successful, there is room for improvement, particularly in the perceptions among teachers.

Impact on the Community

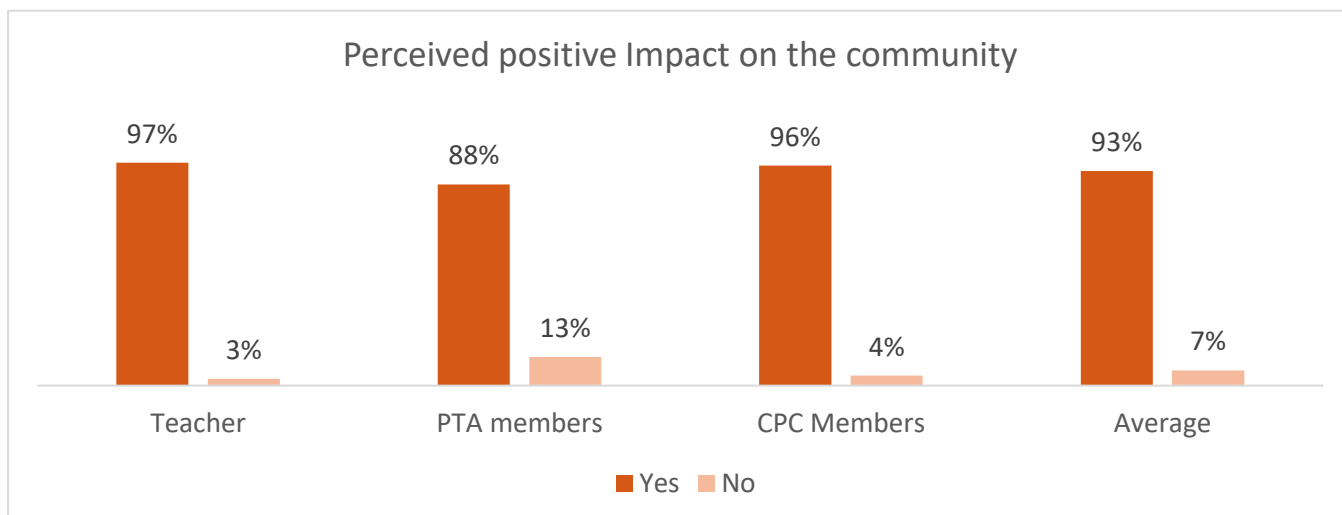


Chart 3 Perceived positive Impact on the community

As shown in the chart above, overall, 93% of respondents across all groups observed a positive impact of the project on the community including 97% of Teachers, 88% of PTA members, and 96% of CPC members. This indicates that the project was generally successful in contributing positively to the community.

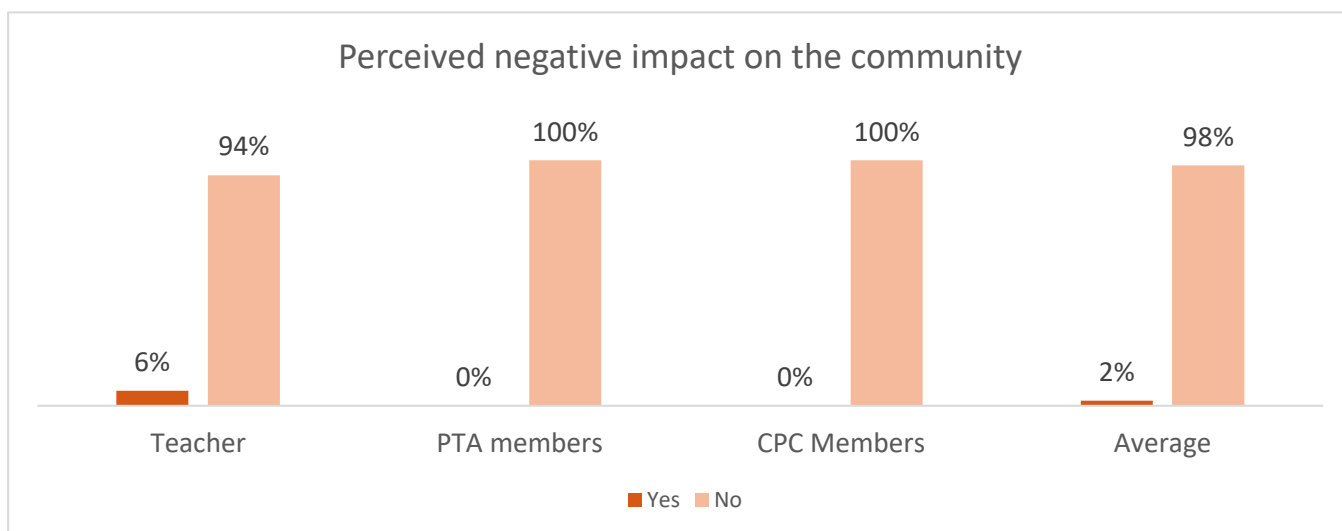


Chart 4 Perceived negative Impact on the community

On the other hand, the above chart depicts that the negative impacts were minimal, with only 6% of Teachers and 2% of CPC members reporting such outcomes, and no PTA members noting any negative effects. According to the FGD respondents, no direct negative impacts of the projects were observed, however, dissatisfaction arose due to the limited number of students able to participate, reflecting high community demand and expectations.

Access Issues Related to Gender

The participants were also asked if they faced challenges in accessing the project services due to their gender.

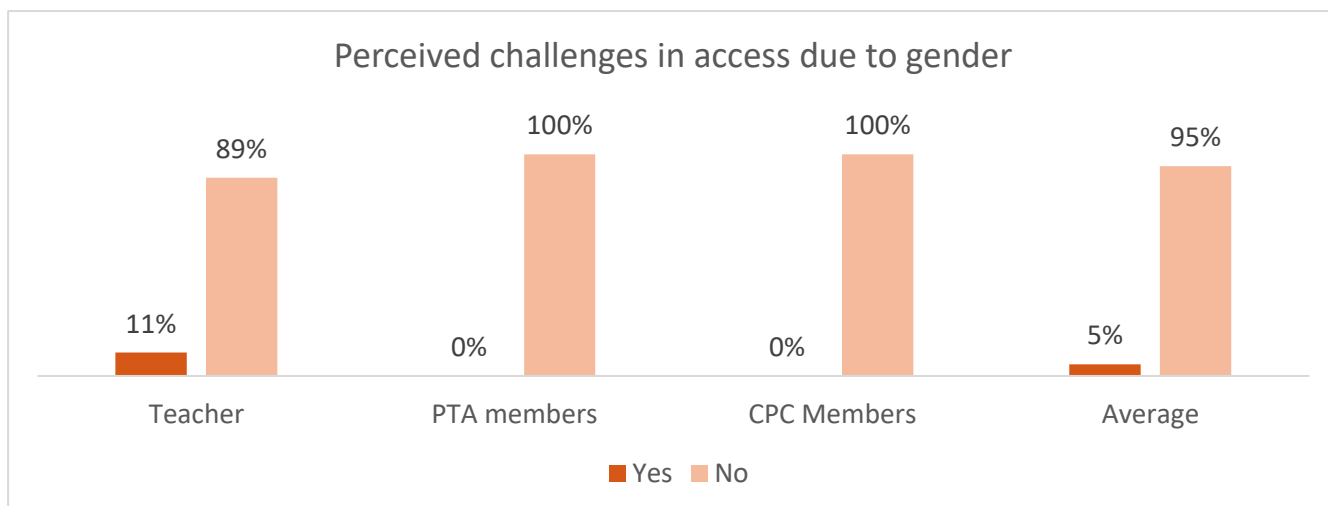


Chart 5 Perceived challenges in access due to gender

As depicted in the chart above, the challenges related to accessing project services because of gender were relatively low as no CPC members or PTA members reported to have faced any challenges due to gender. As per a principal of one of the schools *“There was no discrimination in the ways of dealing with children of both genders by raising awareness among male and female teachers and dealing in the same manner. For example, male teachers did not favor male students, and female teachers did not favor female students, as such un-educational methods do not generally exist in the educational field.”* However, noteworthy among Teachers (11%) respondents indicated that there was discrimination because of gender. As per the FGD data, the teacher stated that *“The level of female students in English is very weak.”* But not all the subjects (such as English) were included in the CUP sessions which was perceived as discrimination.

The data for 'Do No Harm' principles indicates strong adherence to considering local context and minimizing harm, with 97% positive feedback on local context consideration and 93% on positive impact, balanced by an 92% observation of cultural appropriateness and a 98% report of no negative impact.

7.1.1. Recommendations

1. The data indicates that while some stakeholders, such as PTA Members and Teachers, have higher involvement in decision-making and implementation processes, participation rates among CPC Members and Students are notably lower. This limited engagement undermines the inclusivity and effectiveness of the project. To address this, it is recommended to implement targeted strategies to increase the involvement of CPC Members and Students. This could include tailored workshops and feedback sessions designed specifically for these groups, ensuring their voices are actively included. Such measures will enhance overall project effectiveness by fostering a more inclusive and participatory approach, aligning with humanitarian standards and improving community engagement.
2. Despite high awareness of the complaints and feedback mechanisms, actual usage is low, and the resolution rates vary significantly among different groups. This discrepancy indicates a gap in the effective utilization and resolution of complaints. It is recommended to improve the accessibility and responsiveness of the complaint mechanisms. This could involve simplifying the complaint submission process, increasing awareness campaigns, and ensuring timely resolutions. Strengthening these aspects will enhance trust in the mechanisms and ensure that issues are addressed promptly, thereby increasing overall satisfaction and accountability.

7.2. Adherence to the Project Proposal

In evaluating the WV Japan Project's execution for Phases 6 and 7, an assessment was conducted to determine the adherence to the initial project proposals. This analysis focuses on whether the planned activities were implemented as intended and if they effectively kept the projects on track toward achieving their predefined objectives.

- **Phase 6 Adherence to Project Proposal**

In Phase 6 of the WV Japan Project, the planned activities focused on improving literacy and numeracy among school children aged 7 to 12 who were significantly behind in learning. Additional key activities included strengthening the capacity of teachers and school staff in subject and general pedagogy, school management, planning and time management. The project also enhanced school officials' capacity for child protection and case management as well as sessions for empowering adolescent girls were conducted. According to the project proposal, specific targets were set for the number of staff trained and children enrolled and completing the Catch-Up Program (CUP). Feedback from participants in surveys, focus group discussions (FGDs) and key informant interviews (KIIs), consistently affirmed that these activities were indeed conducted. The project successfully engaged the targeted number of participants, with all planned training sessions and educational support activities being implemented as outlined in the proposal. This alignment demonstrates a strong adherence to the initial project design, setting a solid foundation for subsequent evaluations of relevance, impact, efficiency, and effectiveness to be detailed in the "Project Impact" section.

- **Phase 7 Adherence to Project Proposal**

For Phase 7, the WV Japan Project was designed to continue and expand upon the educational support and child protection initiatives established in Phase 6. The activities planned included the provision of supplementary educational programs, further training for teachers on school regulations and management, and enhanced community-based child protection mechanisms. The proposal highlighted the importance of these continued efforts to sustain and build upon the gains made in the previous phase (phase 6). Feedback gathered through surveys, KIIs, and FGDs unanimously confirmed that these activities were carried out, with participants noting the smooth continuation and expansion of project services. This demonstrates a clear adherence to the project proposal for Phase 7, with all planned activities being executed effectively.

"All project activities were implemented efficiently, and the outcomes have been achieved as it was planned for." Education and CP field supervisor, Mosul

A detailed analysis of the impact and efficacy of these activities, including assessments of their relevance, impact, efficiency, and effectiveness, will be provided in the subsequent "Project Impact" section.

7.3. Project Impact

The consultants analyzed the effectiveness of the WV Japan Project in fulfilling the needs of its direct beneficiaries and gauge its overall impact. This assessment incorporates the Development Assistance Committee (DAC) criteria, focusing on relevance, effectiveness, efficiency, impact, sustainability, and coherence of the project activities. By examining how well the project aligns with the direct and Indirect beneficiaries' needs, achieves its stated goals, utilizes resources efficiently, and ensures lasting benefits, this section aims to provide a comprehensive evaluation of the project's success and areas for future improvement. This structured approach allows critical assessment of each aspect of the project's implementation and its outcomes, ensuring a holistic understanding of its influence and the value it brings to the community it serves.

- **Relevance**

In order to assess how well the WV Japan Project's interventions align with the actual needs of the community and contribute to professional development. Through targeted survey questions, this analysis assesses whether the educational and child protection services provided by the project were needed in the community and if the training in child protection, psychosocial support (PSS), and class management met the professional development

needs. This will help understand how well the project corresponds with the real and expressed needs of the community it aims to serve.

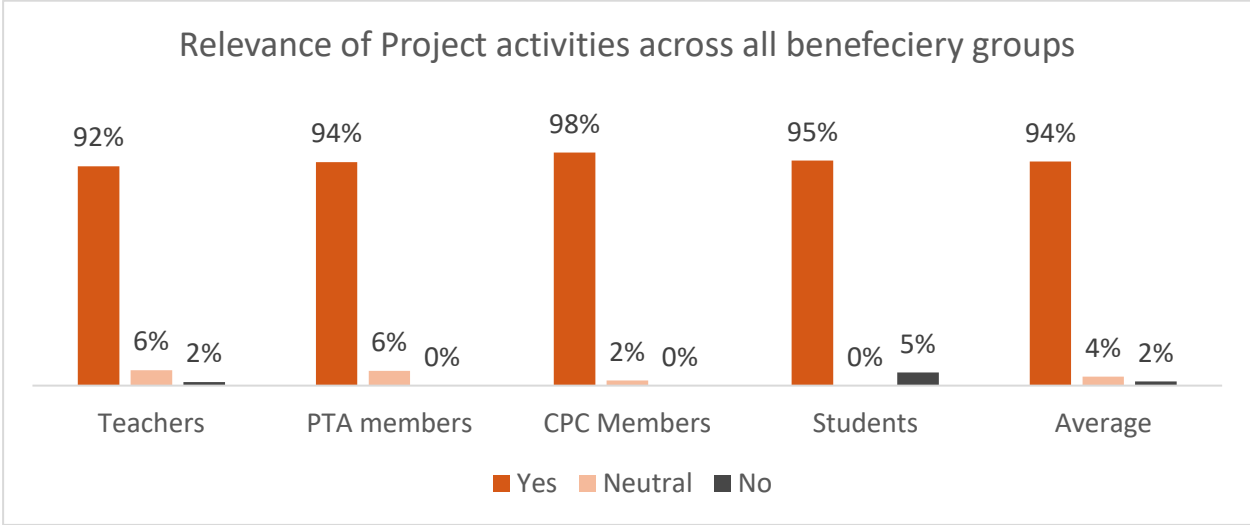


Chart 6 Perceived challenges in access due to gender

As depicted in the chart above the data on the relevance of the WV Japan Project phase 6 and phase 7 activities, reveals a high level of alignment with the needs and expectations of these key stakeholders. The overwhelming majority of each group acknowledged the relevance of the project activities, with 92% of teachers, 94% of PTA members, 98% of CPC members, and 95% of students affirming their applicability and importance. Overall, 94% respondents indicated that the project activities were needed and were relevant to the community, indicating strong approval across all direct beneficiary groups.

A small percentage expressed neutral views, with teachers, PTA members, and CPC members each reporting 6%, 6%, and 2% respectively, suggesting some uncertainty or indifference about the direct relevance of the activities. Notably, no students reported neutral opinions, indicating the direct impact of the project on this group. Conversely, a minimal number of respondents perceived the activities as irrelevant, with only 2% of teachers, and notably 5% of students, reporting negatively. According to the KII respondent,

“I consider this project to be a very, very important project because it targets educational personnel who contribute to building society and generation. I consider the project to be very compatible. Very consistent with society's priorities.” DOE focal point - Mosul

This high level of perceived relevance across diverse stakeholder groups underscores the project's effectiveness in addressing the educational and protective needs within the community. It highlights the project's strategic alignment with local priorities and its success in engaging a broad spectrum of the community in beneficial ways.

Teachers

The assessment of relevance from the teachers' perspective encompassed a broad evaluation of the educational and child protection initiatives of the project. Specifically, teachers were asked about the alignment of new pedagogical methods with their professional development needs, the applicability of acquired teaching skills to their daily practices, the necessity of educational and child protection services in their community, and their views on additional educational services required.

The assessment of relevance from the teachers' perspective encompassed a broad evaluation of the project’s educational and child protection initiatives. Specifically, teachers were queried on the alignment of new pedagogical methods with their professional development needs, the applicability of acquired teaching skills to their daily practices, the necessity of educational and child protection services in their community, and their views on additional educational services required.

Table 13 Alignment of activities with teachers

Relevance	Training met professional needs	Relevance of new acquired skills	Need of the project educational services	Need of the child protection services
Yes	91%	79%	100%	98%
Neutral	9%	17%	0%	0%
No	0%	5%	0%	2%

The data in the table above demonstrates alignment of activities with teachers’ needs and community priorities. A significant majority of teachers affirmed that the training met their professional development needs (91%) and that the newly acquired skills were applicable to their daily teaching practices (79%). Furthermore, the perceived necessity of the project’s educational services was unanimously recognized (100%), with nearly all respondents (98%) also acknowledging the critical need for child protection services in their community. The staff members also provided feedback on additional needs to enhance the effectiveness of their teaching further. These needs include the provision of smart boards and study supplies, an expansion of the curriculum, the inclusion of outdoor activities, and special education services. They also highlighted the challenge of overcrowded classrooms and the necessity for additional teaching aids.

Parents

The feedback from parents regarding the relevance of the WV Japan Project’s child protection and case management initiatives reveals a strong consensus on their necessity within the community.

Table 14 Parent feedback on WV Japan Project initiatives

Relevance	Need for child protection services	Need for CPC	Need for teachers Training
Yes	94%	94%	94%
Neutral	6%	6%	6%
No	0%	0%	0%

As shown in table above, an overwhelming 94% of parents affirmed the need for child protection services, case management services, and specialized training for teachers in these areas, indicating a broad recognition of the benefits these initiatives bring to ensuring children’s safety and well-being. The minimal neutral responses (6%) suggest slight reservations or lack of direct experience with these services, but with no negative feedback (0%), the overall community perception underscores a significant endorsement of these project components as essential and well-aligned with the educational and protective needs of the community.

“The community in this region needed greater support in services related to child protection.” Male FGD Participants - Tal Al Rumman - Mosul

Child Protection Committee (CPC) members

The Child Protection Committee (CPC) members who participated in survey strongly validate the relevance of the WV Japan Project’s interventions, with nearly unanimous support for the necessity of its services.

Table 15 Responses on relevance and need for child protection services, CPC, and training.

Relevance	Need for child protection services	Need for CPC	Need for the training
Yes	96%	100%	100%
Neutral	4%	0%	0%
No	0%	0%	0%

Specifically, 96% of CPC members recognized the essential need for child protection services, while an unequivocal 100% acknowledged the importance of both case management services and training in these areas within their educational communities. The absence of any negative responses (0%) and minimal neutral feedback (4% for child protection services) further solidifies the community’s perception that these initiatives are crucial for enhancing child safety and welfare, highlighting the project’s effective alignment with the critical needs of the community.

Students

The students were also asked about the relevance of the WV Japan Project's educational interventions and its impact on their learning experiences.

Table 16 Responses on relevance, academic skills, learning confidence, and CUP interest.

Relevance	Changes in academic skills	Confidence in ability to learn	Interest in CUP
Yes	87%	97%	100%
Neutral	0%	0%	0%
No	13%	3%	0%

According to the data, a majority of students, 87%, reported noticeable improvements in their reading and writing skills, suggesting effective enhancement of academic abilities. Furthermore, 97% of students expressed increased confidence in their learning abilities since participating in the project activities, indicating a boost in self-efficacy related to educational pursuits. Notably, enthusiasm for the Catch-Up Program (CUP) was universally high, with 100% of students enjoying their participation.

The survey and FGD respondents were further asked why educational services were needed in the community. A significant 45% of respondents identified a lack of existing services as a critical reason for the necessity of new interventions, complemented by 27% pointing to a high demand for educational support. Notably, 23% acknowledged the relevance of these services to local conditions, affirming their appropriateness and alignment with community needs.

For child protection services, 38% noted a lack of local services and 35% cited increased vulnerability due to conflict, highlighting pressing community needs amidst challenging circumstances.

The survey also asked respondents to identify additional educational services needed in the community, with technology-enhanced learning (29%), advanced literacy and numeracy classes (35%), and extended tutoring programs (11%) emerging as top priorities.

Overall, the relevance analysis across different respondent groups including teachers, parents, CPC members, and students consistently confirms that the WV Japan Project's interventions of both phase 6 and phase 7 were well-aligned with the community's educational and protective needs. The overwhelmingly positive feedback across all metrics underscores the project’s effectiveness in addressing critical areas of development and protection.

Recommendations

- *Effectiveness*

The "Effectiveness" assesses the extent to which the WV Japan Project's activities of phase 6 and phase 7 achieved intended outcomes across different direct beneficiary groups. This analysis seeks to determine the impact of these activities on improving educational and protective environments, by examining the reported outcomes against the project's objectives.

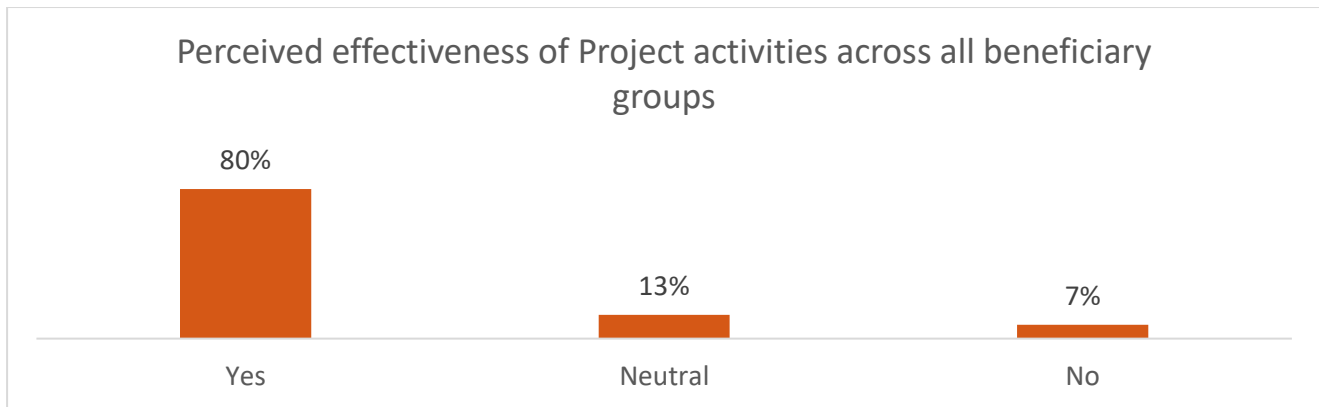


Chart 7 Perceived effectiveness of project activities across all beneficiary groups

As depicted in the table above, the overall effectiveness of the activities as perceived by various direct beneficiary groups indicates a substantial level of success, with 80% of respondents affirming that the activities met their intended goals. This high approval rating suggests that the majority of direct beneficiaries experienced tangible benefits from the project, affirming its success in achieving its objectives. However, 13% of respondents remained neutral and 7% respondents indicated that they did not perceive the project activities as effective. According to the respondents, the neutral and negative feedback can be attributed to challenges such as inadequate training, limited community engagement, lack of resources, and insufficient community awareness. Addressing these issues through enhanced training, increased engagement, and better support resources is recommended to improve overall satisfaction and effectiveness.

Teachers

The effectiveness of the pedagogical interventions of the project, as reported by teachers, demonstrates a substantial positive impact on educational practices and outcomes.

Table 17 Effectiveness of teaching practices and training impact

Effectiveness	Improvement in Teaching Practices	Confidence in Classroom Management	Reduction in Student Dropout Rate	Improvement in Student Success Rate	Improved Management Practices	Strengthened Pedagogical Capacity	Changes in Student Engagement	Usefulness of Teaching Materials	Impact of Peer Learning	Impactful Aspects of Training	Future Usefulness of Skills
Yes	97%	97%	92%	92%	91%	88%	71%	85%	62%	76%	89%
Neutral	3%	0%	6%	6%	9%	12%	26%	0%	30%	20%	11%
No	0%	3%	2%	2%	0%	0%	3%	15%	8%	5%	0%

An overwhelming majority of teachers reported improvements in several key areas, 97% observed improvements in their teaching practices and gained confidence in classroom management, with an equally high percentage noting a significant enhancement in their ability to manage classrooms effectively. Additionally, 92% of teachers recognized a reduction in student dropout rates and an improvement in student success rates, attributing these changes to the new pedagogical methods introduced by the project. The effectiveness of management practices also received strong endorsements, with 91% of respondents confirming improvements in school management due to the training provided.

Furthermore, the project's impact on enhancing pedagogical capacity was acknowledged by 88% of the teachers, and changes in student engagement and classroom dynamics were positively viewed by 71%. Furthermore, while 71% of respondents positively viewed changes in student engagement and classroom dynamics, 29% expressed moderate to some satisfaction with the training contents related to classroom engagement. Although the impact of peer learning sessions was slightly less pronounced with 62% positive feedback, it still contributed significantly to professional development. Additionally, the impact of peer learning sessions, although positively noted by 62% of respondents, was limited to one session, potentially affecting its perceived effectiveness. Most teachers (89%) believe that the skills and knowledge gained will continue to be useful in the future, underlining the lasting impact of the project's training components.

This comprehensive feedback underscores the project's effectiveness in enhancing educational outcomes and teaching practices, pointing to a successful implementation of targeted training and support. While the majority feedback is highly positive, the nuanced responses in certain areas like peer learning and material satisfaction provide valuable insights for ongoing improvements.

Parents

The effectiveness of the WV Japan Project's interventions, as reported by parents, demonstrates substantial success in several key areas of child development and parental involvement.

Table 18 Effectiveness and outcomes in child academic skills and protection initiatives

Effectiveness	Improvement in Child's Academic Skills	Addressing Long-term Educational Needs	Strengthened Capacity in Child Protection	Ability to Provide Tailored Support	Effective Class Management by Teachers	Received Training on Child Protection	Active Involvement in Child Protection Awareness	Collaboration and Communication between PTA and School Administration
Yes	100%	100%	69%	75%	94%	73%	100%	44%
Neutral	0%	0%	31%	25%	0%	27%	0%	19%
No	0%	0%	0%	0%	6%	0%	0%	38%

As shown in the table above, parents unanimously reported (100%) that the project improved their children's basic academic skills such as literacy and numeracy, and similarly confirmed the project's effectiveness in addressing long-term educational needs. Additionally, a significant proportion of parents (94%) felt more capable of providing tailored support to vulnerable children following the training, underscoring the project's impact on enhancing parental competence in child protection and case management.

However, 31% of parents remained neutral regarding the strengthening of their capacity in child protection, suggesting a need for more impactful training or additional support. The respondents suggested that they need increased awareness through school administration initiatives to ensure that child protection measures are understood and supported at home. Moreover, while a large majority acknowledged effective class management by teachers post-training (73%), collaboration and communication between the PTA and school administration were seen as less effective, with only 44% of parents viewing this positively and a notable 38% perceiving it negatively. The respondents indicated that there is a need for further training and support for PTA members points to the need for collaborative planning and execution of training programs by both the PTA and school administration.

CPC Members

The feedback from CPC members regarding the effectiveness of the WV Japan Project's child protection measures reveals a highly positive impact across several dimensions.

Table 19 Effectiveness of child protection initiatives and community engagement

Effectiveness	Response to Immediate Protection Needs	Strengthening Child Protection Mechanisms	Strengthened Capacity in Case Management	Providing Support to Vulnerable Children	Effective Class Management by Teachers	Equipped to Identify and Respond to Child Protection Concerns	Effectiveness of Child Protection Interventions	Community Engagement and Participation in CPC Activities
Yes	96%	91%	91%	96%	87%	100%	100%	61%
Neutral	0%	9%	9%	0%	4%	0%	0%	17%
No	4%	0%	0%	4%	9%	0%	0%	22%

A significant majority of CPC members confirmed that the project effectively responded to the immediate protection and well-being needs of children, with 96% approving of its responsiveness. Strengthening of community child protection mechanisms and the resultant capacity in child protection and case management were both positively viewed by 91% of the members, suggesting robust enhancements in safety frameworks. Notably, all CPC members felt adequately equipped to identify and respond to child protection concerns, which is crucial for sustaining child safety initiatives.

Additionally, 96% of CPC members expressed confidence in providing tailored support to vulnerable children, indicating the practical utility of the training received. The effectiveness of classroom management by teachers post-training was also favorably received, with 87% satisfaction, though slightly lower than other metrics. This indicates the overall success of the projects in enhancing child protection.

- **Impact**

In assessing the overall impact of the WV Japan Project phase 6 and phase 7, most of the outcomes have been previously discussed under the 'Effectiveness' section. The effectiveness analysis primarily focused on improvements in teaching practices, enhancements in child protection mechanisms, and increased parental and community engagement in educational activities. These areas highlighted how the project effectively met its operational goals and contributed positively to the immediate objectives. The 'Impact' section aims to explore the broader and long-term effects of the project on the community as a whole. This includes examining perceptions of the project's contributions to community welfare and sustainable development. Survey responses from participants across various groups provide a clear indication of the WV Japan Project's broader impact on the community.

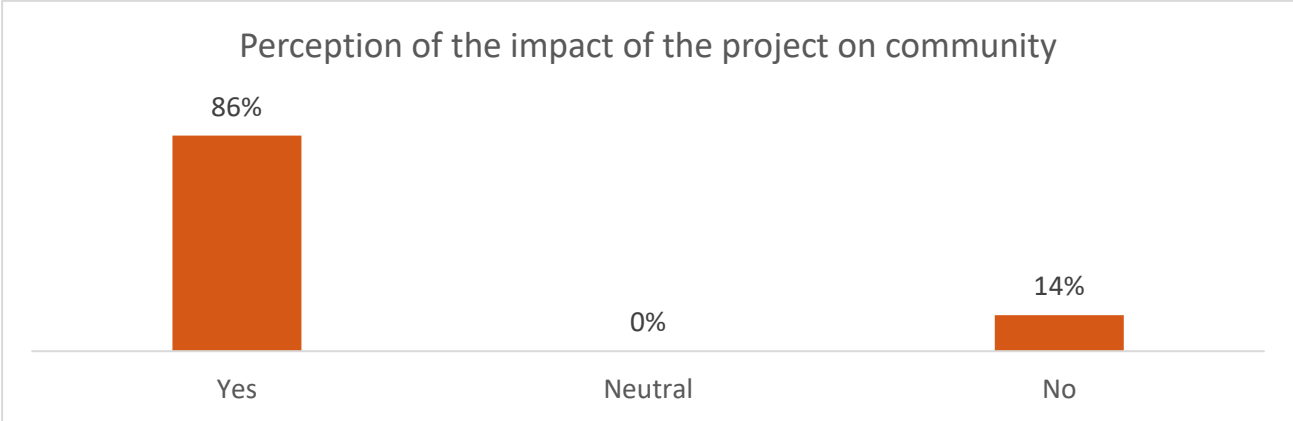


Chart 8 Perception of the impact of the project on community

As depicted in the chart above, 86% respondents stated that the project had a positive impact on the community, reflecting a strong appreciation for the interventions implemented and their outcomes. However, 14% of the respondents did not perceive a positive impact. Based on the FGD data, respondents felt the project was not fully effective for several key reasons. Short, three-day teacher training sessions were insufficient, held after work hours when teachers were fatigued. Essential materials like teaching aids were lacking, failing to accommodate diverse student needs. A poor project start timing at the school year's end also hampered effectiveness. Lastly, limited community and parental engagement further *diminished project impact on meeting children's educational and well-being needs. According to a KII respondents "it is choosing the teacher training time at 12:00 PM, which is the end time for school, as students begin to leave at this time."* DOE focal point - Mosul

The survey data reflecting the perceived impact of the WV Japan Project across different stakeholder groups including teachers, students, parents, and CPC members, illustrates a generally positive reception of the project's contributions to the community.

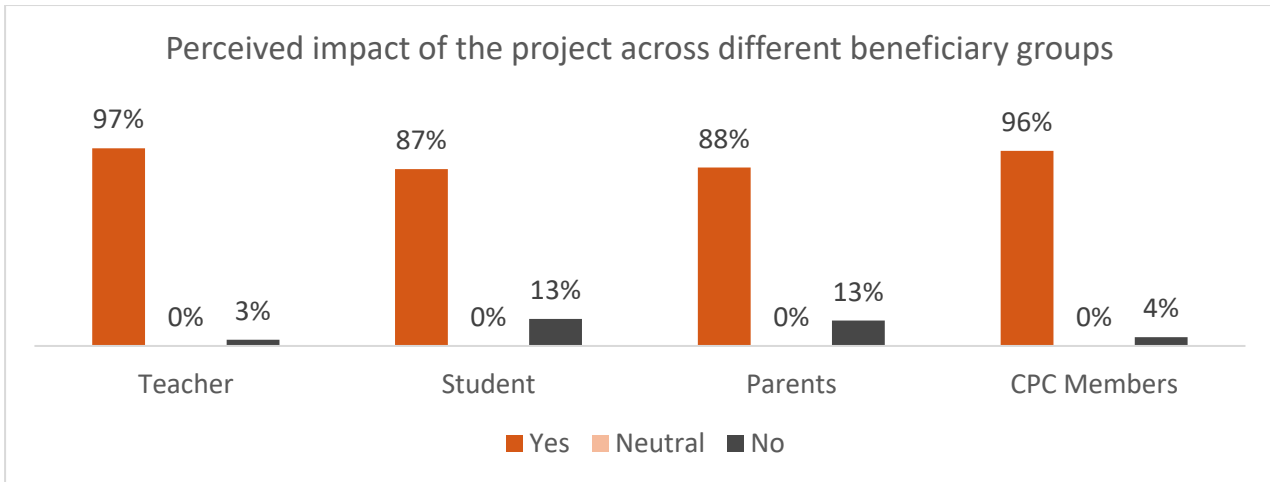


Chart 9 Perceived impact of the project across different beneficiary groups

Notably, teachers reported the highest level of positive impact, with 97% affirming the project's beneficial influence on their professional capabilities and student outcomes. CPC members also perceived a substantial positive impact, with 96% approval, underscoring the project's effectiveness in enhancing child protection and community safety measures.

Students and parents, while still largely positive, showed somewhat lower approval rates, with 87% and 88% respectively indicating a positive impact. The 13% of students and parents who did not perceive a positive impact, along with the 4% of CPC members and 3% of teachers, highlights a need for targeted improvements and possibly more tailored interventions to address specific concerns or unmet needs within these groups.

The absence of neutral responses across all groups indicates a decisive opinion about the project's effects, reinforcing the need to understand and address the factors contributing to the negative perceptions among the minority. This feedback provides critical insights into the areas where the project excelled and where it might need to adjust its strategies to ensure broader and more uniformly positive outcomes.

- **Efficiency**

The participants asked regarding any observed delays in the execution of project activities. This aimed to gauge the timeliness of interventions and identify any potential areas for improvement in project management and scheduling.

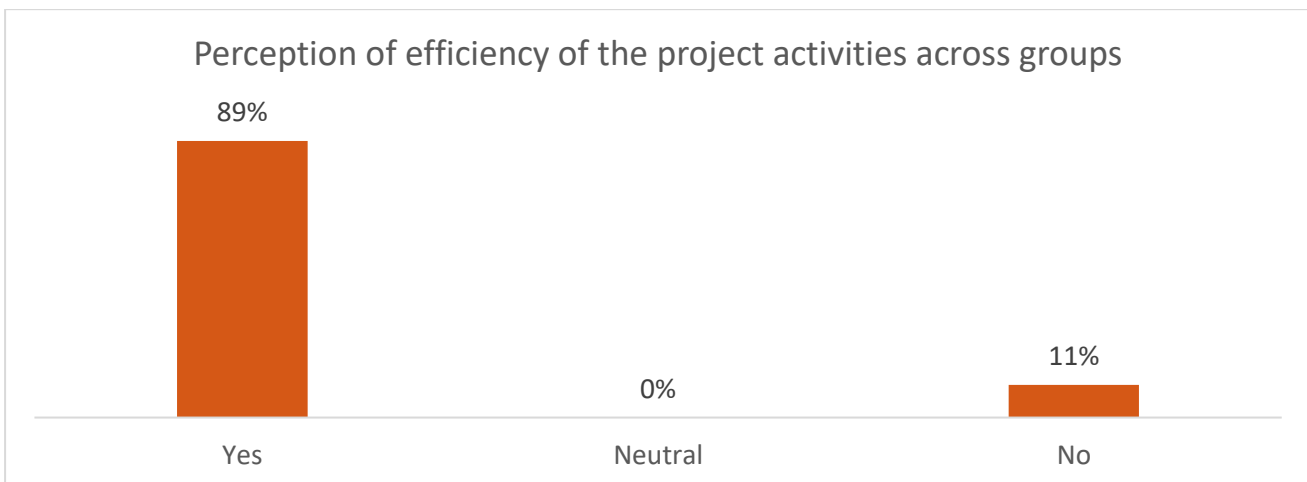


Chart 10 Perception of efficiency of the project activities across groups

The survey data concerning the timeliness of the project activities indicates a strong execution across all groups, with 89% of participants affirming that the project activities were conducted on time. This high approval rate highlights the project's effectiveness in maintaining schedules and delivering on its commitments within expected timeframes. The absence of neutral responses (0%) suggests a clear consensus among the respondents regarding

their experiences with the project's timeliness. However, there remains an 11% indication of delays, pointing to some areas where timing did not meet expectations.

Integrating this survey data into the efficiency analysis provides a quantitative foundation to the qualitative feedback received from FGDs and KIIs. The analysis of qualitative data from Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) indicates a high level of efficiency in the implementation of the WV Japan Project's activities.

Most participants reported that there were no significant delays in the execution of project activities such as training, Child Protection Committee (CPC) and Parent Teacher Association (PTA) sessions, and case management. This unanimous feedback underscores the project's effectiveness in adhering to its timelines and efficiently managing its scheduled tasks.

Despite the overall efficiency, there were isolated instances of minor delays, primarily attributed to external factors such as holidays and conflicts with official working hours, which occasionally affected the timing of activities. Moreover, some challenges were noted regarding parental engagement, where the lack of response from parents to school invitations was observed.

“Parents were a challenge in this project, as during the organization of parent meetings in schools, some of the children’s fathers are at work, and there is only the mother to attend the meeting. It is difficult for the mother in these communities to attend a meeting because her husband does not allow her to go out of the house.” DOE Focal Point - Mosul

However, these issues did not significantly hinder the project's timelines.

Furthermore, the efficiency of the project was occasionally influenced by logistical challenges, such as severe weather conditions and school examination schedules. These external factors led to rescheduling of activities to accommodate these disruptions, ensuring that project goals were still met within the overall planned timeframes.

Overall, while the project faced typical operational challenges, the project team ensured that activities were implemented efficiently, with minimal impact on the achievement of desired outcomes. This effective management and adaptability in execution highlight the project’s capacity to overcome potential hurdles and maintain a high standard of efficiency.

Comprehensive qualitative feedback was also obtained from FGD participants. They were asked if the project positively impacted the community, with an overwhelming majority affirming its beneficial influence.

Teachers and CPC members highlighted the project’s role in fostering a safer and more engaging educational environment, which has significantly enhanced student performance and participation. Parents noted a marked improvement in their children's academic skills and overall happiness, attributing this to the advanced teaching methods and effective child protection measures implemented by the project. They also expressed increased confidence in the project's impact, appreciating the enhanced security and educational quality provided to their children.

Students reported feeling safer and more protected at school. They described an environment where teachers were more engaging, interactive, and responsive to their needs, contributing to a more enjoyable and supportive educational experience. Many students mentioned specific changes such as the cessation of physical punishment and the introduction of more supportive teaching tactics, which they felt contributed to a more positive school atmosphere.

Moreover, the data revealed that community attitudes toward child protection and educational involvement have evolved. There is a noted increase in parental and community engagement in school activities, particularly through the Child Protection Committees and Parent Teacher Associations. These entities have been effective in raising awareness about child protection issues, leading to proactive community participation and support.

- *Sustainability*

This section examines the long-term viability and sustainability of the WV Japan Project's initiatives, focusing on how the benefits to direct and Indirect beneficiaries are expected to persist beyond the project's direct involvement. The effectiveness of the project, as evidenced by significant improvements in teaching practices, child protection measures, and community engagement, lays a strong foundation for sustained impact.

Survey Findings

Survey results from various direct beneficiary groups have indicated substantial improvements that contribute to the sustainability of the project's outcomes:

- **Teachers** reported enhanced skills and methodologies that not only improve their current teaching practices but are likely to continue benefiting students in the future. Teachers' ability to adopt and integrate new pedagogical techniques suggests a lasting improvement in educational quality.
- **Parents** expressed increased confidence in the education system and the protection measures provided, which fosters a supportive environment for children's ongoing development and safety.
- **Students** displayed higher engagement and academic performance, foundational elements that support lifelong learning and personal growth.
- **CPC Members** noted strengthened child protection frameworks that are expected to provide enduring safety nets for children within the community.

These improvements underscore a shift towards more resilient educational and protective systems, where the skills and knowledge imparted through the project continue to influence direct and Indirect beneficiary groups positively.

Furthermore, the key informant responses provide a deep insight into the mechanisms and strategies employed by the WV Japan Project to ensure the long-term sustainability of its initiatives. These responses highlight the integration of local capabilities and the systematic fostering of local ownership and autonomy in managing educational programs. These strategies included capacity building of local staff and community members, focusing on training local teachers, school staff, and community members in pedagogical skills, child protection, and case management. This approach embedded necessary knowledge and skills within the community, promoting self-reliance and sustainability. Additionally, the establishment and training of Child Protection Committees (CPCs) created a protective environment for children, with CPCs handling child protection cases and conducting awareness-raising activities.

The project empowered local education authorities and school management by involving them in planning and implementation, enhancing local ownership. Regular coordination meetings and joint planning sessions ensured active engagement of local authorities in the project's processes. The provision of resources and infrastructure, such as teaching materials and equipment, improved the learning environment and was accompanied by training on effective use and maintenance, ensuring continued benefit beyond the project's duration. Furthermore, ongoing monitoring and support through regular follow-up visits by project staff and the use of technology for real-time data collection and analysis allowed for timely identification and resolution of issues.

For future phases, it is recommended to expand continuous professional development programs for teachers and school staff to include advanced pedagogical techniques and the integration of technology in education. Regular refresher courses and updates on new teaching methods will ensure sustained improvement in teaching quality. Additionally, increasing the frequency and scope of parent-teacher meetings, workshops for parents, and community awareness programs can foster greater community support and involvement in educational activities, leading to improved student performance and well-being. Further investment in improving school facilities, including classrooms, libraries, and technological resources, is necessary to support better educational outcomes and accommodate the growing needs of the community. Strengthening these strategies will enhance the project's sustainability and long-term impact, ensuring that the benefits to direct and Indirect beneficiaries persist beyond the project's direct involvement.

Local Government and Stakeholder Engagement

Key informants emphasized the active role of local government bodies like the Directorate of Education in monitoring and adapting educational programs. Regular follow-up and the observance of specific service standards are crucial in ensuring that educational initiatives continue to meet community needs effectively. This ongoing local government involvement ensures that educational improvements are maintained and further developed over time.

Building Local Capacity

Sustainability was prominently addressed by building local capacities through comprehensive training and community engagement. By empowering local stakeholders with the necessary skills and knowledge, the project laid a foundation for continued local ownership, which is vital for the enduring success of educational and child protection initiatives.

For teachers and school administrators, the training covered advanced pedagogical techniques, effective classroom management, child protection protocols, and psychosocial support methods. Teachers were trained to use interactive and student-centered teaching methods, which improved their ability to engage students and manage classroom dynamics effectively. They also learned to incorporate educational technology, curriculum planning, and differentiated instruction to cater to diverse learning needs. School administrators received training in school management, planning, and time management, which enhanced their capacity to oversee school operations and support teachers effectively.

CPC members were trained in child protection principles, case management, and referral mechanisms. They acquired skills in identifying and responding to child protection concerns, conducting awareness-raising activities, and supporting vulnerable children through individualized interventions. The training also included techniques for effective community engagement and collaboration with local authorities to ensure a protective environment for children.

Parents were engaged through workshops and awareness programs that focused on the importance of education and child protection. They learned about child development, positive parenting practices, and the role they can play in supporting their children's education and well-being. This engagement fostered a supportive community environment, encouraging parental involvement in school activities and decision-making processes.

By equipping these local stakeholders with specific skills and knowledge, the project ensured that the community could sustain and build upon the educational and protective measures implemented. The focus on local capacity building created a sense of ownership and responsibility among the community members, which is vital for the enduring success of the project's initiatives. This detailed and targeted approach to training and engagement underpins the project's strategy for achieving long-term sustainability and resilience in the face of future challenges.

Integration into Local Structures

A key strategy for ensuring sustainability involved integrating project activities into existing local structures, which helps in maintaining continuity even after the project's direct involvement ends. This approach ensured that the project's initiatives would continue to benefit the community even after the project's direct involvement ended. WVJ made this possible through several concrete actions and strategies.

Firstly, WVJ established strong partnerships with local educational authorities, such as the Directorate of Education, and community leaders. These partnerships facilitated the alignment of project activities with local policies and educational standards. WVJ collaborated closely with these authorities to integrate the Catch-Up Program (CUP) into the regular school curriculum, ensuring that remedial education for students with significant academic delays became a standard offering in target schools.

Secondly, WVJ worked on strengthening the capacities of local school management and administrative staff through targeted training programs. These programs included modules on school regulations, planning, and management, as well as the use of educational technology and innovative teaching methods. By enhancing the

skills of local educators and administrators, WVJ ensured that they were capable of maintaining high educational standards and effectively managing school operations independently.

Moreover, WVJ supported the establishment and operation of Child Protection Committees (CPCs) within the community. These committees were trained in child protection principles, case management, and referral mechanisms, enabling them to identify and respond to child protection issues. WVJ also facilitated regular meetings and coordination sessions between CPCs, local authorities, and other stakeholders to ensure a collaborative approach to child protection.

The effectiveness of these strategies was evident in several ways. Firstly, there was a noticeable improvement in the management and operation of schools, with local administrators reporting increased confidence and competence in their roles. Secondly, the integration of CUP into the school curriculum led to significant improvements in students' academic performance, as evidenced by higher rates of passing the National Completion Examination. Lastly, the establishment of CPCs and the enhanced capacity of local stakeholders resulted in a more proactive and effective response to child protection issues within the community.

By embedding project activities within local structures and providing continuous support, WVJ successfully created a sustainable framework that empowered local stakeholders to maintain and build upon the project's achievements. This integration was crucial in ensuring the long-term impact and resilience of the educational and child protection initiatives implemented by the WVJ project.

Forging Strong Partnerships

Responses highlighted that sustainable impacts are also supported by strong partnerships with local government agencies, civil society organizations, and other stakeholders. These partnerships are established through formal agreements, regular coordination meetings, joint planning sessions, and collaborative implementation efforts. Such strategic collaborations ensure long-term investment and commitment to educational development, reinforcing the project's sustainability.

Regulatory and Approval Processes

The effectiveness of partnerships with authorities and project implementations is also ensured through stringent regulatory and approval processes. Projects undergo thorough feasibility studies and must receive approvals from relevant ministries, ensuring that all activities are in line with national educational policies and standards. This structured approach guarantees that interventions are both effective and compliant with local regulations, supporting sustainable outcomes.

The comprehensive analysis of these KII responses illustrates a robust framework for sustainability, characterized by active local participation, capacity enhancement, integration into existing structures, and strong regulatory and partnership foundations. These elements collectively ensure that the project's benefits continue to positively impact the community well into the future.

7.3.1. Recommendations

1. Extend the duration of teacher training sessions and schedule them during more suitable hours, such as weekends or school breaks, to allow teachers to engage more fully without the fatigue of a regular workday, leading to better retention of skills and improved application in the classroom.
2. Establish regular community forums and workshops that actively involve parents and community members in the educational process. These events can serve as platforms for sharing information, addressing concerns, and fostering collaboration between schools and families. By enhancing community involvement, the project can strengthen its support network and create a more conducive environment for children's learning and well-being.
3. Implement regular feedback mechanisms that allow teachers and PTA members to voice their concerns and suggestions regarding the training programs. This will ensure that the training remains relevant to their evolving needs and foster a sense of ownership and engagement among stakeholders, ultimately enhancing the project's impact. Conduct a thorough needs assessment to identify specific areas where training is

lacking. By tailoring training sessions to address these identified gaps and ensuring that they are delivered in a more engaging and accessible manner, the project can significantly enhance its effectiveness and ensure that all beneficiaries experience the intended benefits.

7.4. Beneficiary Satisfaction

The "Beneficiary Satisfaction" explores the levels of satisfaction among various direct beneficiary groups with the interventions provided by the WV Japan Project. The responses indicate a high degree of satisfaction across all direct beneficiary groups, underscoring the project's effectiveness in meeting their needs and exceeding expectations.

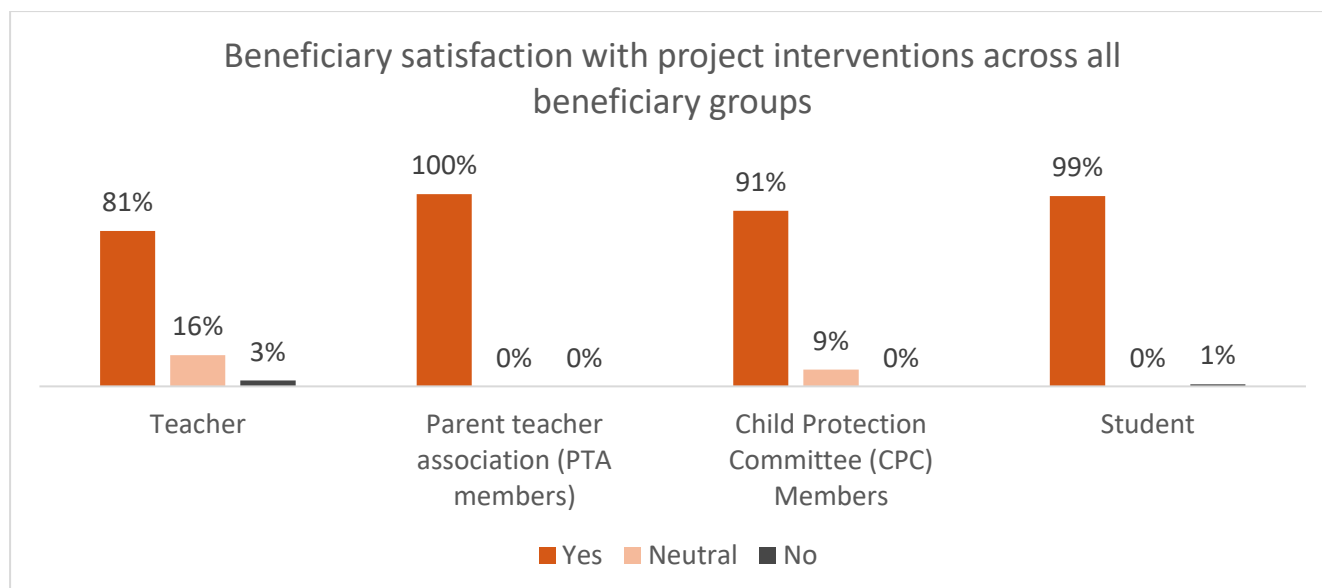


Chart 11 Beneficiary satisfaction with project interventions across all beneficiary groups

As shown in the chart above, 81% teachers indicated their satisfaction with the overall project activities acknowledging overall improvements in teaching practices and classroom management, contributing to better student engagement and academic success. PTA members expressed unanimous satisfaction (100%) with the project's outcomes, reflecting their approval of how the project has supported educational and protective efforts. Similarly, CPC members also reported a high satisfaction rate (91%), indicating strong approval of the training and resources provided for child protection and case management. Furthermore, students, as direct beneficiaries, showed exceptional satisfaction levels (99%) with the project's impact on their educational experience. This is indicative of the project's success in creating a supportive and enriching learning environment. Only a minimal fraction (1%) reported dissatisfaction, which is negligible but still valuable for understanding any specific shortcomings.

Overall, the strong satisfaction ratings from all groups highlight the project's success in enhancing educational outcomes and strengthening community capabilities in child protection and educational management.

7.5. Visibility

The visibility section assesses the efforts made by the WV Japan Project to ensure that the contributions and support of the Japanese government are recognized and acknowledged throughout the project's implementation. This includes evaluating the communication strategies, public ceremonies, and the extent to which the project's association with the Japanese government was made clear to stakeholders and direct and Indirect beneficiaries.

In terms of project manager visits, there was consistent feedback indicating that the project manager actively visited offices to provide an overview of the project and inform stakeholders that it was supported by the Japanese government. Respondents confirmed this with statements such as, "Yes, he visited us several times."

Regarding the ceremonial activities, there were mixed responses about the presence of the Japanese Ambassador to Iraq at the school's opening ceremonies. Some respondents indicated a lack of awareness, with comments like, "I don't know," and "I have no information about the presence of the Japanese ambassador in Iraq." However, others confirmed the ambassador's presence and preparations for such events, as noted by, "Yes, as far as I know, and there are preparations." This suggests that while efforts were made to involve high-profile representatives, awareness of these events among all stakeholders might need enhancement.

However, as per the project staff, Japanese are not allowed to visit Mosul, level 4 areas due to Japanese government's restriction. And the project was managed by project team virtually while they were physically present in Erbil. Therefore, it indicates that there was lack of clarity among the stakeholders about who visited the project sites.

Based on the feedback from the project staff, there was significant miscommunication regarding the presence and involvement of Japanese representatives in the project sites. Given that Japanese personnel were restricted from visiting Mosul and other level 4 areas due to government policies, and the project management was conducted virtually from Erbil, it becomes evident that the stakeholders' perceptions of visits and ceremonial activities were not accurate.

7.5.1. Recommendation

This discrepancy highlights a substantial gap in communication, leading to misunderstandings about the presence and roles of the project staff. Therefore, the findings suggesting active physical visits by the project manager and the Japanese Ambassador do not align with the realities reported by the project team. To ensure accurate and transparent communication in the future, it is crucial to implement robust communication channels, such as formal announcements, regular virtual meetings, and detailed project updates via emails and newsletters. These steps will help ensure that all stakeholders are well-informed about the key personnel involved, their roles, and the nature of their engagement, thereby avoiding any ambiguity or false information regarding the project's activities and representatives.

8. Best Practices & Lessons Learned

This section critically examines how the project upheld humanitarian standards, particularly focusing on Core Humanitarian Standards. This analysis highlights key strategies implemented across various domains, emphasizing capacity building, stakeholder engagement, and flexibility in program delivery. Not only does this section assess the impact of educational and child protection inclusive practices on improving service delivery, but it also considers the documentation of lessons learned as a vital component fostering continual improvement and knowledge sharing for future endeavors.

This section serves as basis for the recommendation for WV to apply during the next phase, and the next phase is the end of the project. WV needs to have good end-of-project strategies that lead to localization and ensure this project's input contributes to the long-term development of the local people's lives.

- **Best Practices**

Capacity Building and Stakeholder Engagement

The project adopted a long-term approach to capacity building, crucial for sustainable impact. Trust and strong relationships with stakeholders facilitated smoother project implementation and increased community buy-in. Innovative strategies were employed to ensure inclusivity, especially in instances where traditional participant groups were unavailable.

"For CPCs sometimes we cannot find the female members, so we spoke to senior female community members who passed information to the female community members, so she helped in making female members to attend." KII respondents from WVJ Staff - Erbil

Flexibility in Program Delivery

Adaptability was a hallmark of the project's implementation. For example, the Catch-Up Program (CUP) sessions were adjusted to accommodate students' schedules, demonstrating the project's commitment to meeting educational targets and responding to direct and Indirect beneficiaries' needs.

"In CUP sessions the students who could not attend in time, we provided them additional sessions separately which helped achieve our targets." KII respondents from WVJ Staff – Erbil

Similarly, the creation of a WhatsApp group and a set of regulations for CPC members exemplified an innovative approach to maintain and streamline communication and engagement.

Pedagogical Innovations

Feedback from focus groups and key informant interviews highlighted the significant impact of educational technology, enhanced curriculum planning, and effective classroom management on teaching practices. These methods were instrumental in improving the quality of education and aligning teaching with modern educational standards.

Child Protection Practices

Training in behavioral management, psychosocial support, and classroom management significantly improved the safety and well-being of children within educational settings. Effective referral mechanisms were also established, enhancing the protective measures available to children in need.

Gender Equity and Inter-Sectoral Collaboration

The project employed inclusive participation strategies and inter-sectoral collaboration to ensure gender equity and address holistic community needs. These practices not only facilitated gender-sensitive interventions but also ensured that the project's benefits were distributed equitably among all community members, thereby fostering a more inclusive approach to humanitarian aid.

Overall, the WV Japan Project's adherence to best practices and humanitarian standards as evidenced by the strategic approaches in capacity building, program flexibility, educational innovation, and inclusive practices demonstrates a robust framework for delivering impactful humanitarian aid. These practices, validated by

stakeholders' feedback, provide a strong foundation for replicating successful elements in future projects, ensuring continued improvement and sustainability of humanitarian efforts.

- *Lessons Learned*

Adaptive Financial Strategies

The project navigated financial challenges, such as local banking restrictions on US dollars, by negotiating payments in Iraqi Dinar (IQD). This adaptability in financial planning mitigated risks associated with currency fluctuations and banking limitations, ensuring operational continuity.

Teachers' Activities and Feedback

Teachers identified improved teaching methods and better classroom management as the most impactful outcomes of their training. They also recommended the continuation of educational technology and interactive teaching methods. Additional suggestions included more training for teachers, enhanced classroom infrastructure, and greater parental involvement to further improve the project's effectiveness.

Parental Engagement

Regular parent-teacher meetings and workshops for parents were highlighted as effective strategies for engaging parents in their children's education. These methods were preferred for their direct communication benefits and the role they play in supporting educational involvement.

Child Protection and Educational Initiatives

Parents and CPC members recommended increasing training for staff, providing more resources for child protection initiatives, and developing programs for vulnerable students. These suggestions reflect a holistic approach to education and child protection that involves enhancing direct engagement with educational content, ensuring adequate training and resources, and strengthening community involvement.

9. Recommendations for Project Improvement

1. While needs assessments are conducted, there is feedback indicating the need for more thorough and continuous assessments. Project Managers and MEAL (Monitoring, Evaluation, Accountability, and Learning) Officers must implement modern and continuous needs assessment methodologies using technology such as mobile surveys and real-time data analytics. This will ensure more accurate and timely data collection, leading to better-informed decisions and tailored interventions. Specific areas where gaps have been identified include:
 - **Educational Needs:** Assess literacy and numeracy levels regularly to identify students who need additional support.
 - **Teacher Training Requirements:** Continuously evaluate the professional development needs of teachers to ensure they are equipped with the latest pedagogical skills.
 - **Child Protection:** Regularly assess the safety and well-being of children, identifying any emerging risks or vulnerabilities.
 - **Community Engagement:** Gauge the level of parental and community involvement in educational activities to identify areas for improvement.
 - **Infrastructure and Resources:** Assess the condition of school facilities and availability of educational materials to ensure a conducive learning environment. The project managers and MEAL (Monitoring, Evaluation, Accountability, and Learning) officers should implement these needs assessments regularly and adapt strategies based on the findings to address identified gaps effectively.
2. Teacher training has shown positive impacts, but there is a need for continuous development. Establish a continuous professional development program with regular refresher courses and updates on new teaching methods by engaging Trained teachers and Educational Authorities. This will enable sustained improvement in teaching quality and student outcomes.
3. Engagement with parents and the community is crucial but needs enhancement. School Administrations and Community Liaison Officers can conduct regular parent-teacher meetings, workshops for parents, and community awareness programs to increase involvement. This will enable greater community support and involvement in educational activities, will lead to improved student performance and well-being.
4. School infrastructure improvements are necessary. Invest in improving school facilities, including classrooms, libraries, and technological resources. Enhanced learning environments that support better educational outcomes.
5. The evaluation reveals varying levels of satisfaction and awareness among stakeholders regarding project outcomes and operational aspects such as communication and resource utilization. Enhance stakeholder engagement and communication strategies to improve transparency and awareness. Implement regular and structured communication channels including stakeholder meetings, newsletters, posters, brochures, stickers and updates. Project managers and communication officers should lead these efforts in collaboration with WV Japan's leadership team. This will result in increased stakeholder awareness and engagement, leading to improved understanding and recognition of project impacts and support from the Japanese government.
6. Some respondents expressed dissatisfaction with the duration and timing of training sessions, impacting their effectiveness and participant satisfaction. Training sessions are held inside schools, which can disrupt the learning environment and may not fully address classroom implementation challenges. Revise training schedules and formats to better meet participant needs and ensure effectiveness and move training sessions outside of schools to reduce disruptions and enhance focus. Conduct a needs assessment to tailor training sessions in terms of duration, timing, location and content relevancy. Monitoring and Evaluation (M&E) team in collaboration with training facilitators and project managers must take lead on this. This will enhance participant satisfaction, increase knowledge retention, and improve implementation of learned skills in educational and child protection contexts.
7. While the project demonstrated strong adherence to Core Humanitarian Standards, there is room for improvement in ensuring more comprehensive participation and feedback mechanisms. Enhancing the

visibility and accessibility of feedback channels, particularly among students and CPC members, can increase the actual usage and effectiveness of these mechanisms. Orientation and training on the importance and use of feedback mechanisms should be integrated into all stakeholder engagement activities.

8. Currently, the project faces a gap in the effectiveness of its training and follow-up mechanisms for teachers as there is a lack of systematic field visits to monitor teachers' performance and ensure adherence to the program's goals. To address this issue, implement a structured follow-up system by coordinating with the General Directorate of Nineveh Education to conduct regular field visits and evaluate teachers' performance in their classrooms. This should be complemented by a monthly evaluation process managed by the Preparation and Training Department to identify and address weaknesses, while also reinforcing strengths. This approach will provide practical, on-the-ground support for teachers and ensure that the program's objectives are effectively integrated into classroom practices. As a result, it will lead to improved instructional quality, better adherence to program goals, and ultimately enhance the overall educational outcomes of the project.
9. Limited visibility and awareness of ceremonial activities involving the Japanese Ambassador, leading to missed opportunities for stakeholder engagement. Hence, strengthen efforts to publicize and invite participation in high-profile events and ceremonies. Develop a comprehensive communication plan including formal invitations, media coverage, and stakeholder notifications well in advance of events. To further ensure clarity and avoid any ambiguity, implement robust communication channels such as regular virtual meetings, detailed project updates via emails and newsletters, and clear identification of key personnel and their roles. Communication team and project managers in close coordination with WV Japan's public relations office must do this. It will help heighten stakeholder recognition and appreciation of the Japanese government's support, fostering stronger partnerships and community involvement in project activities.

10. Annexes

- 1) Terms of Reference (TORs)
- 2) Inception Report
- 3) Data Collection Tools-English
- 4) Data Collection Tools-Arabic
- 5) Raw Data Set