



## **Evaluation Report**

**Evaluation of IVY's Project:  
'Evaluation of Educational Support for Children in Prolonged  
Displacement in Erbil, Iraq'**

9 August 2024

## Acronyms

CHS	Core Humanitarian Standards
CSO	Civil Society Organisation
GBV	Gender-based Violence
IDI	In Depth Interview
IDP	Internally Displaced Person
IP	Implementing Partner
IVY	International Volunteers of Yamagata
JPF	Japan Platform
KII	Key Informant Interview
MEAL	Monitoring, Evaluation, Accountability, Learning
NGO	Non-Governmental Organisation
SEL	Social Emotional Learning
TiCC	Teacher in Crisis Context

## **Table of contents**

---

<b>1. Executive summary</b>	<b>4</b>
<b>2. Introduction</b>	<b>5</b>
<b>3. Evaluation purpose and objectives</b>	<b>9</b>
<b>4. Methodological approach</b>	<b>10</b>
<b>5. Findings</b>	<b>14</b>
<b>6. Recommendations</b>	<b>36</b>
<b>Annexes</b>	<b>38</b>

# 1. Executive Summary

---

## Introduction

This report sets out the findings of an independent evaluation of IVY's education project, as overseen by Japan Platform (JPF). As well as reporting on the performance of the project implemented by IVY, the findings from this evaluation will also contribute toward building the evidence on future decision making related to similar JPF projects in Iraq.

Data collection followed a mixed-methods approach, and took place in June and July 2024, with beneficiaries who received services, and project stakeholders (IVY as the Member NGO). Data analysis focuses on the provision of school construction and rehabilitation as well as training activities, and is framed by evaluation objectives, key questions and OECD-DAC criteria.

## Key Findings

The IVY project is assessed as being **relevant** in addressing local needs and targeting vulnerable communities in Erbil governorate. IVY's education project showed clear evidence of relevance from the design to implementation phases, yet some community stakeholders, notably teachers and caregivers, felt gaps existed which could have been addressed through wider consultations. While rehabilitation efforts and training activities were notable and positive, there are still unmet needs in many of the schools, particularly regarding infrastructure, facilities, and the suitability of the learning environment for students, while the training model was seen by some teachers as inadequate, with a strong call for more relevant and frequent training opportunities to better meet teachers' needs.

The IVY project is assessed as being **coherent** in how it attended to humanitarian principles and established good levels of cooperation and coordination among stakeholders. Indeed, IVY's project was found to be coherent across the board, with project staff showing a strong understanding of humanitarian principles in theory and practice, along with consistently good levels of coordination and communication between multiple stakeholders. The project coordinator, who also serves as the engineer, was praised as playing a central role in this process. The contact with school managers was daily, ensuring that any issues or changes needed were promptly discussed and addressed.

This evaluation found IVY's education project to be **effective** when considering the achievement of targeted output and outcome indicators. This was further evidenced through positive feedback from surveyed respondents around the project's key aims and objectives, namely creating a safe environment for displaced children to attend school, which was successfully achieved. Overall, the primary aims of the project revolve around enhancing students' self-esteem, satisfaction, and sense of safety in school. This evaluation found that the project created a safe school environment through infrastructure improvements and by fostering a supportive classroom environment with trained teachers. The positive feedback from students, 93% of whom agreed or strongly agreed that their school was a better and safer environment now, as well as improvements in student self-reports of safety and satisfaction, indicate that these output and outcome indicators have been effectively achieved.

The IVY project is assessed as being **efficient**, with activities generally delivered on time along with an optimal use of limited resources. Overall, IVY has demonstrated good resource efficiency, managing the project with a small team of just five staff members. The hiring of data entry staff, particularly young university students, further optimised resource use by allowing the core team to focus on more critical tasks. Moreover, the training provided to teachers was assessed as being highly cost-effective, with expenses ranging from 60 to 70 USD<sup>1</sup> for a two-day session. This low-cost

---

<sup>1</sup> This is only for some two days training in Phase3; other training over longer periods costs more.

investment yielded benefits by enhancing teachers' knowledge and skills, which they can apply over the long term.

The IVY project is assessed as being **impactful** in improving beneficiaries' lives, with mixed opinions overall as to the extent of this impact. According to IVY Staff, the project has led to tangible improvements in the quality of education. Students now attend school for five days a week, receiving a standard and uninterrupted education, as opposed to the previously limited schedule of three days a week. Further, the renovation and construction of new school buildings have created a positive and conducive learning environment. Teachers report feeling more comfortable and less stressed in the new school buildings compared to the old, dilapidated structures. This change in environment has a direct impact on their behaviour and attitudes towards students. This reduction in stress and irritation is also reflected across surveyed respondents.

The IVY project is assessed as including **elements of sustainability**, with mixed evidence of the potential for longer-term effects on school communities. Overall, IVY's project showed some potential for sustainability, but lacked the broader components in its project design to be considered more sustainable in the long-term. The training component was cited as the most sustainable activity by project stakeholders, given the skills and knowledge can be both applied practically, as well as transferred, with positive long-term implications to build on the current short-term impacts already seen. The construction and rehabilitation of schools, while sustainable in the short-to-medium-term, is undermined by the fact that caravan schools are built from prefabricated materials. These structures, while of good quality, have a lifespan of about five to ten years.

## 2. Introduction

---

### 2.1 Background

For more than two decades, Iraq has faced enduring humanitarian challenges within its borders and those arising from the conflict in neighbouring Syria. The Syrian crisis has resulted in a substantial number of refugees seeking shelter in Iraq, further intensifying the pressures on Iraq's societal and economic fabric, which was already under duress from domestic conflicts.

The situation in Erbil, Iraq, continues to be complex due to the prolonged displacement of internally displaced persons (IDPs) amidst ongoing conflicts. As of 2024, the challenges faced by IDPs, especially children, remain a critical concern. Erbil province is still home to a substantial number of IDPs, many of whom reside in informal settlements and communities such as Najmawa, outside of formal camps. This extended displacement has led to significant educational challenges for these children.

The makeshift and ageing prefabricated school buildings, initially set up as temporary solutions, have become inadequate for long-term use. These structures often fail to provide a safe, secure, and conducive learning environment, lacking essential facilities and resources necessary for effective education. The deteriorating condition of these buildings poses a serious risk to the health and safety of students, further exacerbating the barriers to education.

Compounding the issue is the lack of comprehensive and continuous teacher training. Many educators in Erbil are ill-prepared to address the complex needs of children who have experienced the stress and trauma associated with conflict and displacement. The sporadic and insufficient training programs offered do not adequately equip teachers with the skills needed to provide the supportive and sensitive education these children require. Even in cases where teachers have received some training, the lack of sustained follow-up support and professional development opportunities has hindered the practical application of new teaching techniques in the classroom.



Figure 1: Map of project target area

## 2.2 Project Context

**Japan Platform (JPF)** has been a significant presence in Iraq since the onset of the conflict in 2015. JPF's approach in Iraq is characterized by a collaborative tripartite system that synergizes the strengths of NGOs, the business community, and the Japanese government to deliver aid efficiently.

**International Volunteers of Yamagata (IVY):** IVY is an international humanitarian and development response agency that was established in Yamagata, Japan, in 1991. The organization operates in several countries, including Iraq, where it started its operations in 2014. In Iraq, particularly in the Northern Iraq, Kurdistan Region, IVY has been actively involved in providing educational assistance to children from Syria and internally displaced persons (IDPs) of Iraq who have sought refuge in the Kurdistan Region. Their work includes ongoing support for education and winterization efforts to help those affected by conflict and displacement.

## 2.3 Project Summary

The Project is being implemented across three phases:

Project Name	Project Period
Educational Support for Children in Prolonged Displacement in Erbil, (JPF 11) Iraq-Phase 2	1 <sup>st</sup> of January 2023 31 <sup>st</sup> of December 2023
Educational Support for Children in Prolonged Displacement in Erbil, (JPF 12) Iraq-Phase 3	22 <sup>nd</sup> of October 2023 21 <sup>st</sup> of October 2024

Phase II project activities:

Project activities
--------------------

<p>1. Safe and clean learning environment will be provided.</p> <ol style="list-style-type: none"> <li>1) Building a prefabricated school (1 school)</li> <li>2) Maintenance of school equipment</li> <li>3) Conducting workshops on school building maintenance and management</li> <li>4) Follow-up</li> </ol>
<p>2. A protective environment for children will be established in Alaola secondary schools.</p> <ol style="list-style-type: none"> <li>1) Project briefing and assessment</li> <li>2) TiCC and conflict resolution training</li> <li>3) Social Emotional Learning: SEL training</li> <li>4) Hygiene sanitation educational training for girls</li> <li>5) Follow up</li> </ol>
<p>3. A protective environment for children will be established in Alaolan primary schools.</p> <ol style="list-style-type: none"> <li>1) Project briefing and assessment</li> <li>2) Brush-up training in child-friendly education</li> <li>3) Social Emotional Learning: SEL training</li> <li>4) Follow up</li> </ol>

Phase III project activities

Project activities
<p>Component 1 : Development and maintenance training for a safe learning space for all students to attend school 5 days a week</p> <ol style="list-style-type: none"> <li>1) Project briefing</li> <li>2) school construction adding classrooms</li> <li>3) school furniture installation</li> <li>4) school maintenance workshop</li> <li>5) Follow up</li> </ol>
<p>Component 2 : Conducting hygiene education instruction training for teachers and staff and hygiene awareness activities by students</p> <ol style="list-style-type: none"> <li>1) Training for hygiene education instructors for children</li> <li>2) Practical implementation by teachers and hygiene awareness activities by students</li> <li>3) Follow-up</li> </ol>
<p>Component 3 : Teachers training to increase students' self-esteem</p> <ol style="list-style-type: none"> <li>1) Project information session and survey</li> <li>2) Training</li> <li>3) Practice by teachers and staff</li> <li>4) Follow-up</li> </ol>

## 2.4 Project Indicators

The table below shows the stated project indicators and targets, and in the right column where this evaluation has provided relevant achievement data against these indicators and targets.

Project phase	Key outputs	Outcomes
Phase II	<u>Output 1:</u> A prefabricated school building will be constructed in line with Iraqi educational standards and handicapped accessible to ensure safe learning spaces. A maintenance system will be kept by the teaching staff. School equipment will be installed.	IDP children in Erbil can ensure a safe and secure learning space during their displacement and increase their resilience through psychological and educational programs.
	<u>Output 2:</u> 25 teachers and staff will participate in the training and acquire the necessary skills, such as how to appropriately treat children who are under stress from prolonged evacuation and provide child-friendly education.	
	<u>Output 3:</u> 51 teachers and staff from 3 schools will attend brush-up training to provide appropriately considered education for children, including appropriate ways to treat children.	
Phase III	<u>Output 1:</u> Safe learning spaces will be secured and maintained for all students to attend school five days a week.	
	<u>Output 2:</u> Teachers will be able to teach hygiene education to class students.	
	<u>Output 3:</u> The self-affirmation of the students who received classes from teachers who can treat students appropriately increases their self-affirmation.	

**Table 3. Project outputs and outcomes**

**Phase II outcome indicators**

1. Increase the percentage of parents in each target school who feel comfortable sending their children to school (10% of parents in each target school will be interviewed pre-survey and post-survey).
2. Increase the percentage of students in each target school who are able to continue their education in a safe and secure learning environment. (10% of students in each target school will be interviewed in the presurvey and postsurvey.)
3. A pre-survey and a post-survey will be conducted on 10% of the students at Alaola Elementary School and 10% of the students at Alaola Secondary School to measure resilience using a survey instrument, and the percentage of items that are answered "quite applicable" or higher will increase between pre and post survey. (10% of students in each target school will be surveyed in the pre-survey and post-survey.)

**Phase III Outcome indicators**

1. increase the percentage of parents in each target school (Al-Sadiq Elementary School, Al-Sadiq Boys Middle and High School, Al-Elm Al-Nafa No. 2 Elementary School, and Kobandi Elementary School) who feel safe sending their children to school (10% of parents in each target school will be surveyed pre-survey and post-survey to interviews).
2. Increase in the percentage of students in each target school who say they are able to continue their education in a safe and secure learning environment (10% of parents in each target school will be interviewed in the pre-survey and post-survey). (10% of students in each target school will be interviewed in the pre-survey and post-survey.)
3. Conduct a pre-survey and a post-survey on resilience using the Child and Youth Resilience Measure (CYRM-R) to 10% of students in the four project schools, and compare the results of the two surveys, and increase the percentage of items that were answered "quite applicable" or more after the fact. The results of the two surveys were compared.



### 3. Evaluation Purpose and Objectives

---

The Japan Platform (JPF) commissioned Nexus for Research and Consulting to evaluate the project's relevance, effectiveness, efficiency, and impact and identify the key factors that have contributed to the achievement of the intended results and reaching the expected outcome and output.

The scope of this evaluation under the JPF Iraq-Syria Humanitarian Crisis Response Plan focuses on the assessment of two phases of the project, according to the OECD-DAC criterion and core humanitarian standards. The evaluation will verify that all the expected outcomes and outputs are reached using the indicators and target values determined by IVY at the time of project application based on the qualitative and quantitative data. The key objectives of the evaluation activities per the ToR include the following:

- Verifying adherence to humanitarian principles and standards.
  - Evaluation activities should verify whether humanitarian principles and standards are respected, with a particular focus on neutrality. This ensures that the project is implemented impartially and without bias.
- Ensuring adherence to the project proposal.
  - Evaluation activities should also verify that project activities are being implemented according to the project proposal. This helps ensure that the project is staying on track and meeting its objectives.
- Analyzing project impact.
  - Evaluation activities should also analyze the project's impact on the target population. This helps to determine whether the project is having the desired effect and meeting the needs of the intended beneficiaries.
- Ensuring adherence to humanitarian standards.
  - Evaluation activities should verify that all relevant humanitarian principles and standards, including the Core Humanitarian Standards (CHS), are being respected. This helps to ensure that the project is being implemented in a way that is consistent with best practices and industry standards.
- Understanding beneficiary satisfaction.
  - Evaluation activities should seek to understand the beneficiaries' satisfaction with the project. This helps to ensure that the project meets the needs and expectations of those it intends to serve.
- Providing feedback for project improvement.
  - Evaluation activities should provide feedback to the project team to help improve their future planning. This can include identifying the project's strengths and weaknesses and suggesting changes to the project design, implementation, or monitoring and evaluation.
  - Check for any incidents of oral or physical violence among beneficiaries, non-beneficiaries, within the target community, or between staff and the people in the target community during beneficiary selection, implementation of outputs, or post-implementation? Additionally, was a risk assessment conducted prior to project implementation to prevent such violence? If such violence did occur, how was it addressed
- Documenting lessons learned.
  - Evaluation activities should document and extract lessons learned and best practices from the project. This helps to build knowledge and improve future projects by identifying what worked well and what did not and how similar projects can be improved in the future.

For the full and detailed Scope of Work, please see **Annex A**.

The evaluation of this project began in **May 2024** and concluded at the **end of July 2024**.

## 4. Methodological Approach

A mixed-methods approach was implemented, to answer evaluation questions as framed against OECD-DAC evaluation criteria. The application of OECD-DAC criteria also informed analysis, conclusions and recommendations on optimising the project's future adaptations, priorities and sustainability.

The evaluation employed a combination of quantitative and qualitative data collection and data analysis tools that includes desk review, surveys, Key Informant Interviews (KIIs), site visits and Case Studies/Human Stories. All tools were developed in close coordination with JPF and IVY, and 'Do No Harm' principles were followed throughout the process of design and implementation of data collection.

The evaluation mapped evaluation findings against OECD-DAC criteria as follows:

OECD-DAC criteria	Evaluation approach
<b>Relevance</b>	The extent to which the humanitarian response is appropriate and relevant.
<b>Coherence</b>	The extent to which the humanitarian response is logically designed, well coordinated and complementary.
<b>Effectiveness</b>	The extent to which the humanitarian response is implemented in a timely and resourceful way.
<b>Efficiency</b>	The extent to which the humanitarian response is effectively implemented and engaged with.
<b>Impact</b>	The extent to which the humanitarian response strengthens local capacities, avoids negative effects and has positive effects on beneficiaries.
<b>Sustainability</b>	The extent to which the humanitarian response strengthens local capacities and carries potential to maintain long-term benefits for local audiences.

Table 4. OECD-DAC criteria

Based on this framework, and following the different interventions of the program, an evaluation matrix was developed (see Annex B).

### 4.1 Data collection methods

#### Desk review

The secondary data review made use of JPF and IVY's project documents, reports and relevant literature, to summarise and assess against each guiding question and define the scope of the evaluation.

Secondary data review was used for the following purposes:

- To monitor the outputs and outcomes of the project.
- To identify any gaps and redundancies with ongoing project activities.
- To assess unintended consequences of IVY's project activities, both positive and negative.
- To complement MEL activities with this evaluation.

A list of IVY project documents reviewed can be found in **Annex C**.

**Primary data collection sample**

The overall data collection sample included:

Participant types	Participants	Locations	KIIs	Surveys	IDIs	Site visits	Human Stories
External Stakeholders	NGOs / Thematic experts / Cluster leads	Online Interview	1	0	0	9	0
Internal stakeholders	IVY (program/ MEAL)	Online Interview	2	0	0		0
	School Principals	All schools from Phase II and Phase III	9	0	0		0
	Trainers	Online Interview	2	0	0		0
	Teachers	Teachers from Phase II (one teacher per school)	0	0	5		0
Beneficiaries phase III	Students over the age of 12	The four targeted schools in Phase III	0	88	0		0
	Parents of students under the age of 12	The four targeted schools in Phase III	0	88	0		0
	Teachers	The four targeted schools in Phase III	0	16	5		0
Beneficiaries phase II if possible	Students over the age of 12	The five targeted schools in phase II (two students per school)	0	0	10		0
	Parents of students under the age of 12	The five targeted schools in phase II (two parents per school)	0	0	10		0
<b>TOTAL PARTICIPANTS PER DATA COLLECTION UNIT</b>			<b>14</b>	<b>192</b>	<b>30</b>	<b>9</b>	<b>0</b>

**Table 5.** Data collection sample overview.

**KIIs with stakeholders**

**14** x semi-structured KIIs were conducted with both external and internal stakeholders, with all participants having a direct and recent knowledge of the project, objectives and implementation. Basic parameters of the KIIs included:

- Mode: semi-structured interview guide.
- Sample size: 14 x KIIs, with relevant program/MEAL/Field staff.
- Method: Mix of face-to-face and online interviews, as preferred/feasible.
- Duration: c. 60 minutes.
- Format of data submission: all digital transcripts of interviews (MS Word / Excel).

Key informants were identified and selected to ensure they could provide insightful information and to cover a wide range of voices (factors that the evaluation considered relevant were: knowledge of project objectives, level of engagement in the project, coverage of the different activities and implementation, staff seniority and position).

#### **In-Depth Interviews (IDIs) with beneficiaries**

30 x semi-structured IDIs were conducted with beneficiaries of project activities, with all having a direct and recent engagement of project services. Basic parameters of the IDIs included:

- Mode: semi-structured interview guide.
- Sample size: 30 x IDIs, with beneficiaries of project activities.
- Method: Face-to-face interviews.
- Duration: c.60 minutes.
- Format of data submission: all digital transcripts of interviews (MS Word / Excel).

#### **Surveys with beneficiaries**

A total of **192** beneficiary surveys were conducted to assess the opinion of a sample of the beneficiaries. All data was disaggregated by age, gender, diversity, location, type of service received, and displacement status. The surveys were designed in Kobo. All interviews were conducted face-to-face .

Mode: fully structured closed-ended online questionnaire with some open text responses

- Sample: 192.
- Duration: c.15 minutes.
- Quality assurance: regular monitoring of the incoming data from the survey allowed for quality of the primary data collection to be maintained, and to identify and respond to any inconsistencies.

#### **On-site verification**

Site visits were also used to assess the quality and status of service activities, as well as ensure that beneficiaries' privacy and confidentiality were maintained. Safety and security measures were also assessed, and whether the Feedback and Complaints Mechanism (FCM) was present and functional. All aspects of practices and contextual challenges were assessed, providing insights and evidence on the level of adherence to technical specifications presented by IVY to JPF and a selection committee in proposal documents. Security and protection arrangements were also assessed, as well as the convenience and distance of activity sites to beneficiaries. Protocols for site visits were created and approved by JPF to ensure adherence to correct procedures when accessing sites, utilising facilities for interviews, and performing risk assessments.

## **4.2 Challenges and Limitations**

- There were no significant challenges or limitations experienced in relation data collection and/or data analysis.

## **4.3 Data analysis**

A mix of quantitative and qualitative analysis tools were utilised, with descriptive analysis applied as appropriate. Kobo was the main tool for both collecting and analysing the quantitative data.

### Quantitative data analysis

Prior to the analysis and before the endpoint submission, all quantitative data collected was thoroughly reviewed and cleaned, ensuring the accuracy of values and information. The data was managed with EXCEL and the analysis is carried out with STATA. Demographic crossbars are applied when relevant.

### Qualitative data analysis




Central to the qualitative data analysis was capturing the key points from the specific context, and the narratives and discourses of the interviewees. This complemented the quantitative analysis, by providing additional validation, perceptions and opinions, providing a fuller and more detailed insight on the issue(s) at hand in the report. Qualitative data analysis consisted of comparing and contrasting the similarities and differences between organisations, locations, roles etc while also extracting key details and anecdotal evidence to support the other primary and secondary data. All key findings were analysed according to the themes outlined in the assessment objectives, using a qualitative evaluation matrix that combined all the similar themes under each relevant assessment question. This qualitative matrix enhanced the rigour of findings, data management and analysis.

### Triangulation of Data and Quality Assurance



Data triangulation and quality assurance followed the data analysis, and was necessary to strengthen the rigour of the assessment and data analysis process. The assessment employed several types of triangulation to highlight any inconsistencies between different data sources, as follows: Mixed methods triangulation, both qualitative and quantitative data were analysed to elucidate complementary aspects of the same subject. Triangulation against external sources was based on triangulation of secondary documents with primary data collection. This process helped ensure consistency across different data sources within the same methods and prevent duplication. Quality Assurance ensured both technical and procedural quality assurance.

## 5. Findings

To summarise the findings, a RAG rating (Red, Amber, Green) provides a simple visual identifier of how the evaluation has assessed the project against three colour-coded categories for each OECD-DAC criterion:

	→ <b>Positive evidence</b> of the project in relation to this OECD-DAC criteria.
	→ <b>Mixed / Indeterminate evidence</b> of the project in relation to this OECD-DAC criteria.
	→ <b>Limited / Negative evidence</b> of the project in relation to this OECD-DAC criteria.

By applying the above schema, the table below provides a summarised RAG rating of the IVY project as determined by this evaluation:

OECD-DAC criteria	RAG	Summary of OECD-DAC criteria RAG rating
Relevance		The IVY project is assessed as being <b>relevant</b> in addressing local needs and targeting vulnerable communities in Erbil governorate.
Coherence		The IVY project is assessed as being <b>coherent</b> in how it attended to humanitarian principles and established good levels of cooperation and coordination among stakeholders.

<b>Effectiveness</b>		The IVY project is assessed as being <b>effective</b> in achieving its key output and outcome indicators.
<b>Efficiency</b>		The IVY project is assessed as being <b>efficient</b> , with activities generally delivered on time along with an optimal use of limited resources.
<b>Impact</b>		The IVY project is assessed as being <b>quite impactful</b> in improving beneficiaries' lives, with mixed opinions among beneficiaries as to the extent of this impact.
<b>Sustainability</b>		The IVY project is assessed as including <b>elements of sustainability</b> , with mixed evidence of the potential for longer-term effects on school communities.

## 5.1 Relevance

	The IVY project is assessed as being <b>relevant</b> in addressing local needs and targeting vulnerable communities in Erbil governorate.
--	---

IVY's education project showed clear evidence of relevance from the design to implementation phases, yet some community stakeholders, notably teachers and caregivers, felt gaps existed which could have been addressed through wider consultations.

Primary data reflected a diversity of opinions among teachers, caregivers and students, with clear differences between qualitative and quantitative findings. Survey findings were overwhelmingly positive among all stakeholders, for example, which aligned with the feedback from IVY Key Informants, while qualitative findings from IDIs were somewhat mixed, marginally more positive but and presented more detailed constructive feedback.

While rehabilitation efforts and training activities were notable and positive, there are still unmet needs in many of the schools, particularly regarding infrastructure, facilities, and the suitability of the learning environment for students, while the training model was seen by some teachers as inadequate, with a strong call for more relevant and frequent training opportunities to better meet teachers' needs.

### Approach to project design

IVY's education project utilised a dual-component approach: the "soft" component, which involves providing training for teachers, and the "hard" component, which focuses on the construction and rehabilitation of schools. This integrated approach therefore aimed to create a more supportive and effective educational environment.

The approach to project design from IVY, according to Key informants, was guided through the Directorate of Education (DoE) in the Kurdistan Region of Iraq (KRI) as well as direct engagement with affected communities, including school management, IDP teachers and IDP families (students and caregivers). Rather than conducting an educational needs assessment, IVY met with different stakeholders in order to gauge their child protection concerns as well as specific infrastructural issues including electricity hazards, roof leaks, and overcrowding; this provided a more qualitative understanding of the immediate concerns and conditions affecting the school communities.

Further, selection of listed schools for rehabilitation or complete reconstruction was informed directly by the DOE, from which IVY staff would visit the designated schools to assess and score their conditions based on specific criteria. Staff KIs also emphasised that while their aim was to focus on

the schools most in need and where the impact of IVY's activities would be greatest, they also had to balance these wider education needs, which are considerable across Erbil governorate, with the available resources for each phase.

Alongside school rehabilitation, another key component of the project was training, which was based on the needs identified by selected teacher beneficiaries and issues observed within schools. The feedback from teachers, students and school managers directly informed the trainings in the proposal, which included: pedagogy training, where teachers were equipped with new teaching methods and strategies to improve educational outcomes; child protection training, which would enhance teachers' ability to protect and support children within the school environment; and also hygiene training, which would address the misuse of wash facilities by educating teachers on proper hygiene practices which could be cascaded down to students.

It was further clarified by IVY KIIs that, given the evolving needs of schools, not all training could be implemented across one phase, meaning gaps still exist which will be addressed through further iterations of the project. Rather, the wider goals and objectives were to improve physical and educational needs and create a more conducive and supportive learning environment for school communities to the extent possible, given the challenging education context for IDPs in the KRI.

Overall, while primary data shows evidence of a participatory and responsive approach to the project design, some community stakeholders disagreed that this was the case, stating they had not been consulted throughout the process. However, it was not possible or practical for IVY to engage all members of communities with each decision taken, especially given that it involves supporting up to 500 - 600 students per school. Rather, a representative sampling method was used, where input was gathered from a select group of students, teachers, and school managers.

Nevertheless, numerous beneficiary IDIs raised concerns regarding some aspects of the project design, which they felt could have been addressed prior to implementation. For example, no teacher interviewees from this evaluation were consulted, while the majority also stated they had no significant role in the rehabilitation process of schools; only one teacher IDI mentioned being among the trainees, suggesting a more active involvement.

The lack of involvement from the majority of teachers raises some concerns about levels of ownership, as the teachers who will ultimately be responsible for the success of these projects were not actively engaged. Moreover, it also meant their first-hand knowledge of the schools' needs, which could have provided valuable insights, was not factored into the design phase. Future iterations of the project should therefore seek to involve more teachers, given their numbers are considerably fewer than caregivers and students.

### Relevance of activities

#### Teacher IDIs

While the majority of surveyed respondents, KIIs and IDIs reflected high levels of relevance within this intervention, those not involved at the beginning were naturally more critical of the activities. For example, several teacher IDIs pointed out that the location of some schools was problematic due to high traffic or unsafe areas, where the selection of safer locations for future school constructions would have been preferable (they did not specify alternatives, however). While facilitating dialogue between these teachers and the DoE within the KRI may have mitigated this feedback, rather than seeing each stakeholder separately, the ultimate decision on locations rests with the DoE.

Further, several teachers also believed that the schools could have been designed differently, with one IDI suggesting that one school design was tailored to the needs of the secondary school rather than the primary students; this was echoed by another informant, who stated that the school in question should have a larger playground to accommodate mixed-gender students, while a third felt larger classrooms would have helped to accommodate more students and guard against overcrowding. However, it was clarified that there was not enough land allocated to the DoE for this to be considered.

Overall, opinions on whether schools received appropriate reconstruction and rehabilitation varied among the participants. The reconstruction of the Al-Alaa Mixed Secondary School building was referenced as a positive example, which reflected the wider need for a new school building. However, other interviewees expressed concerns about the lack of appropriate rehabilitation and the ongoing needs in their respective schools. One IDI highlighted the unsuitability of the schools for young students and the lack of ventilation and water facilities, including a need for more water tanks.

Regarding the training, opinions among teachers were also a mixture of positive and negative. While two IDIs found the training relevant, necessary and indeed “*essential*” for improving educational outcomes, others felt that the training was inadequate and that more training sessions were needed. However, one interviewee pointed out that they had only attended a single training session, which limited their professional development; IVY KIs also supported this, in that some teachers did not or could not attend the training, meaning their opinions would naturally be framed by a limited exposure to the topics.

#### Caregiver and Student IDIs

*“We were told our school was chosen because it needed improvements. We understand why, and the changes have been helpful.” Student IDI.*

While students were broadly positive about the changes made to their schools (despite limited levels of consultation compared to other stakeholders), parents' opinions were more aligned with teachers, who had varied opinions on the school reconstruction and the consultation process. Two caregiver IDIs from Al Ola Primary School appreciated that their feedback was considered during the design and delivery phases, believing that the process was beneficial and suited their needs, while another interviewee from Al Olaa school found the school reconstruction effective and valued the consultation, noting it provided more benefits compared to previous experiences.

For the majority of IDIs, the project activities were relevant to the local needs and context, which reflected the necessity of building more schools to accommodate the increasing number of students, experienced teachers and a safe schooling environment. Yet one IDI mentioned that there were no activities at all at their school, while another highlighted the lack of services such as water and sports activities. Further, one IDI from Mamzaawa expressed concern about the deficit between the construction activities and support provided to children, stating that while there was some benefit from the school reconstruction, his children required more support and training to meet their needs.

More specifically, the majority of IDIs, from Mamzaawa, Erbil, and Al Ola Third Secondary, felt that the school rehabilitation efforts were inadequate or did not meet their expectations. They noted a lack of consultation or involvement in the process, which affected their perceptions.

Another aim of the training and school rehabilitation efforts was to improve students' sense of belonging and responsibility, as well as their safety and use of school facilities. To this effect, caregiver IDIs, half of all interviewees, believed that the training received by their children was appropriate for their needs, helping to boost morale and increase their attachment to school. Indeed, one respondent mentioned that the training helped their child develop a stronger connection to



school, while another from Al Ola Primary School highlighted the improvement in awareness about hygiene.

That said, three IDIs expressed uncertainty about whether their children had received any training, while another respondent from Mamzaawa expressed dissatisfaction, stating that the lack of proper training and services at the school, leading to an unclean environment.

Student IDIs, while consistently more positive than their parents and teachers with the activities' relevance, also requested a continuation of training, including on hygiene and self-esteem. As noted by one informant:

*"We need more activities that help us build confidence and stay clean. These things are important for us." Student IDI.*

### Targeting vulnerable groups

As one IVY KII explained, the education context for IDPs in Iraq remains challenging, despite the region having been in a post-conflict context for several years. With many unable to return to their original areas of residence due to ongoing insecurity and a lack of job opportunities, their displacement in urban areas like Erbil remains indefinite, as it provides relatively better living conditions and opportunities than in Federal Iraq. With that in mind, addressing educational needs of IDPs communities shows that some of the most vulnerable groups were targeted by IVY in this intervention, to the extent possible given the needs outweigh the services available.

Staff informants also drew clear linkages between IDPs' status and their educational outcomes, showing a clear understanding of the educational context in KRI. Indeed, caregivers and students did not have any available funds for transportation to conduct in-depth interviews during this evaluation assignment; while this expense was naturally covered by excess funds from JPF, it also highlights the huge, on-going socioeconomic stressors experienced by IDP families. This in turn has affected students' academic performance, which is cited as often being poor, partly due to the dramatic change in their living environment and the stress associated with their precarious situation. Teachers, many of whom are also IDPs or from impoverished backgrounds within Host Communities, struggle to manage and support their students effectively as a result.

While the selection criteria for schools involves considering factors such as overcrowding and the necessity for students to attend a nearby school, rather than travelling further distances, the efficacy of this process was challenged by some IDIs. All teachers identified various groups that may not have been adequately served by the project. They expressed concerns about other IDPs, poor farmers, and individuals facing health and psychological challenges, indicating a shared understanding of the gaps in support for these populations.

Contextual research shows that the scale of needs is significant, however, and it is not possible for one intervention to target all underserved communities in the region. This is because Iraq's educational system has been adversely affected by conflict and displacement since 2014, with learning levels among the lowest in the Middle East & North Africa region<sup>2</sup>. Instability in the country has led to ongoing waves of displacement and relatively less investment in teacher training. This is coupled with nationwide school closures during the Covid-19 pandemic, all of which negatively impacted access to and quality of education in Iraq.

---

<sup>2</sup> World Bank (2021). *Iraq: An Urgent Call for Education Reforms to Ensure Learning for All Children and Boost Human Capital*.

According to Education Cluster reports, IDP schools in Iraq are overstretched, with teachers often operating in double and triple shifts, to meet demand. A lack of qualified teachers had undermined the quality of education provided, while funding remains low across the education spectrum. Other secondary data has also shown chronically low enrolment rates for IDP children, with limited availability of school places and socio-economic stressors often preventing their attendance.

Against this landscape, where education services are one the highest requested activities during displacement, the project implemented by IVY is clearly relevant to the context. However, future projects could also increase relevance by partnering with education actors who are seeking to improve the system itself. Indeed, as Iraq's educational system is driven by theoretical education, exam grades are prioritised over the student's active participation; a process often neglects students' preferences, interests, skills, and competencies.

Finally, a key gap in this intervention, which could have been addressed earlier through more extensive consultations with community stakeholders, including with education NGOs and the education cluster, was the decision to construct "caravan schools" from prefabricated materials, as opposed to concrete. IDPs in Erbil often attend "caravan schools," which are temporary structures intended to serve educational needs for a limited duration, typically five years. These schools are often in poor condition, lacking basic amenities such as electricity, water, flooring, doors, and windows.

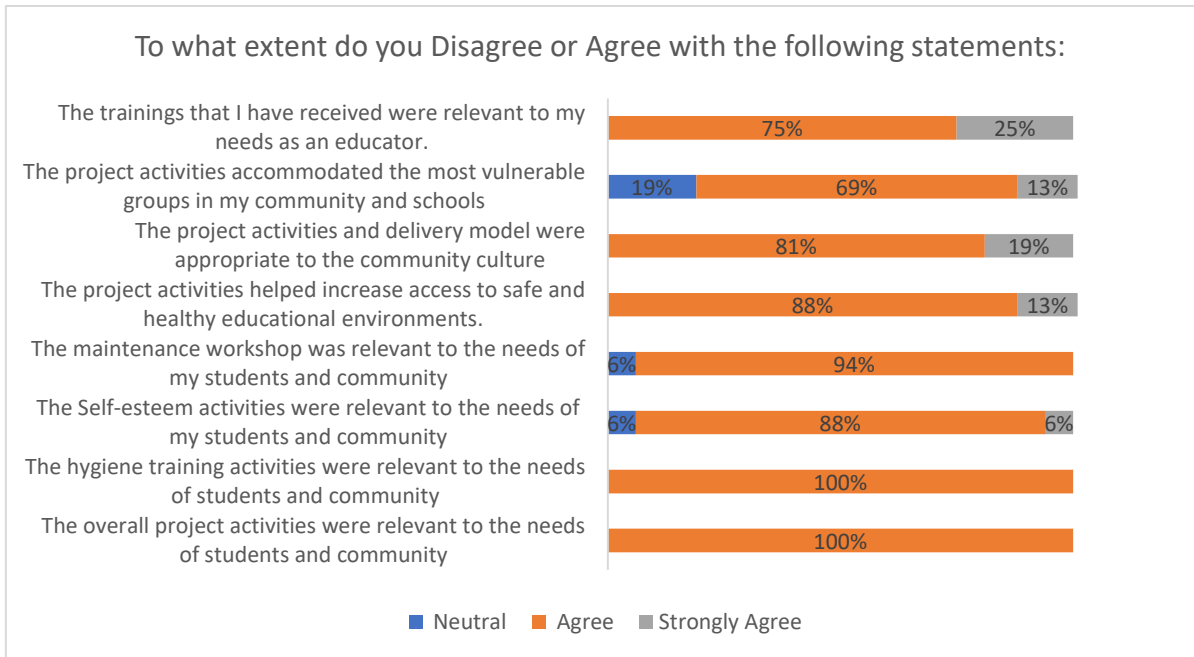
As noted by IVY KIIs, the experience of constructing caravan schools has since revealed several limitations, which were voiced by beneficiary stakeholders once implementation had begun. Despite being a standard emergency response due to their quick deployment, caravan schools have a limited lifespan of about five years. In contrast, concrete schools can last a minimum of ten years and potentially much longer with proper maintenance. Concrete schools are seen as more reliable in the longer-term and better suited to withstand the challenges posed by the environment and the ongoing global warming crisis<sup>3</sup>.

### Surveys

62% of teachers surveyed stated they were consulted by IVY about the need for this project, while 38% were not. Those who were consulted said their ideas and suggestions were taken into consideration before the project implementation began. Student respondents were mostly not consulted, however (only 24% said they were asked about the services needed in their school). The reasons behind this disconnect are not clear - and further consultation in future that treats school goers as equal stakeholders should be factored into future phases of the project, as it can be done together with their caregivers – 84% of whom were consulted by IVY prior to implementation.

---

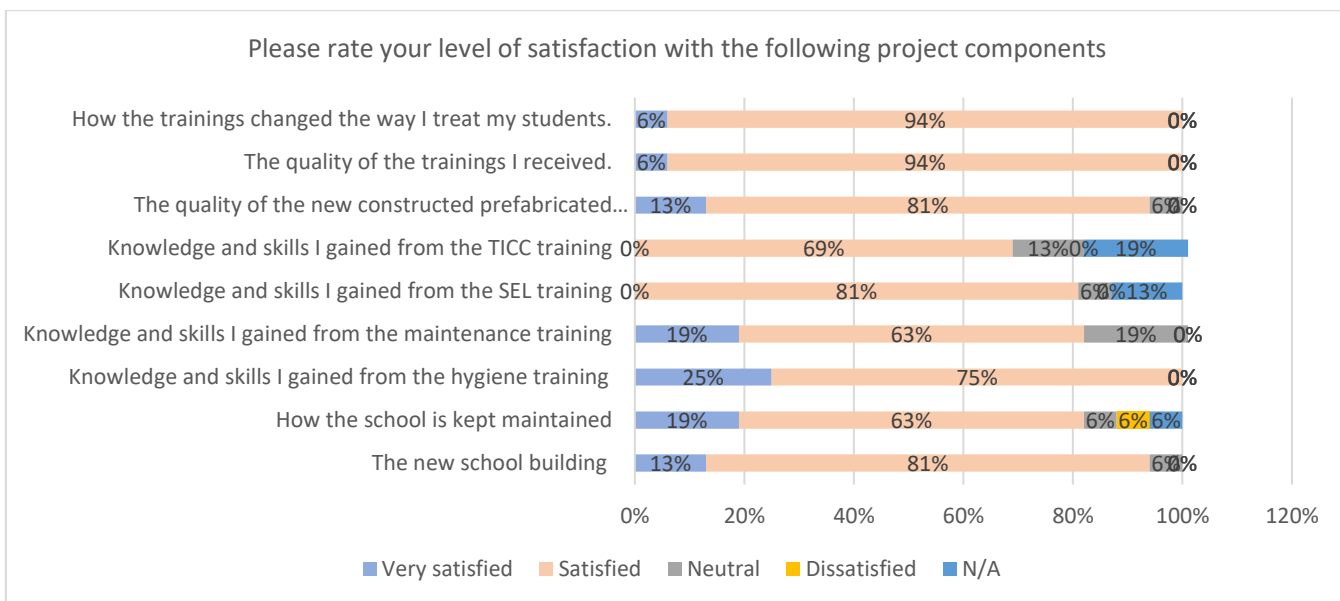
<sup>3</sup> [https://www.greenconcrete.info/downloads/12\\_ClimateChangeConcrete.pdf](https://www.greenconcrete.info/downloads/12_ClimateChangeConcrete.pdf)



**Figure 1: Teachers' perceptions of the activities' relevance to their needs.**

As the chart above shows, 100% of surveyed teachers either agreed or strongly agreed that the activities were relevant to their needs and that the training models were appropriate to the community culture, while 91% of surveyed students also agreed that the project activities were highly needed, while 9% did not know. Caregivers did not reflect any differences in their perceptions, with more than 90% agreeing that the activities were relevant to their children and communities. However, almost one-fifth of teachers were neutral when asked if the most vulnerable communities were targeted by this intervention, which reflects attitudes from qualitative findings among both teachers and caregiver IDIs, which claimed that students in remote areas were not reached by the schools.

The vast majority of students were able to access the school. Indeed, only 1% of respondents said they had difficulty accessing the school, (2 students), which was because of the long distance from home.



**Figure 2: Teachers' satisfaction levels with activities.**

Teacher respondents were also positive about the project components, with the highest satisfaction being with the training received, and with limited examples to the contrary. For the dissatisfied rating given by one teacher regarding school maintenance, they mentioned the reason behind that rating is that the school needs a lot of maintenance, which correlates with other teacher KIIs who shared similar concerns; however it is unclear which school the respondent was referring to in this case.

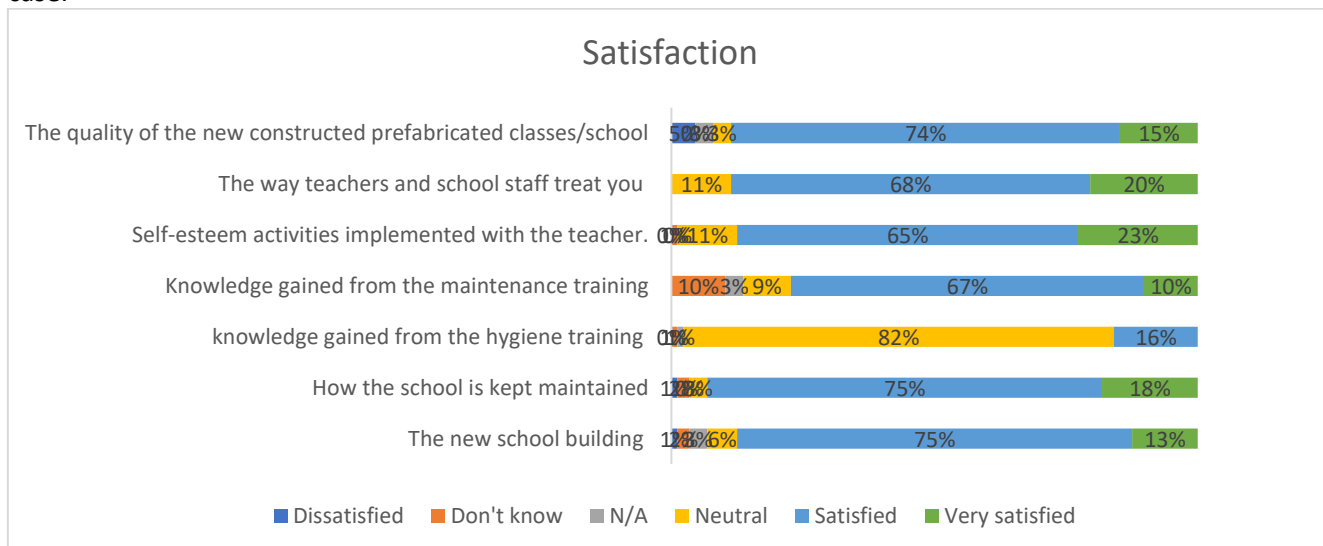


Figure 3: Students' satisfaction levels with activities.

Teachers' views were echoed by students and caregivers, who were also largely satisfied or very satisfied with the quality of their new schools, the treatment they received from teachers and the knowledge gained from training.

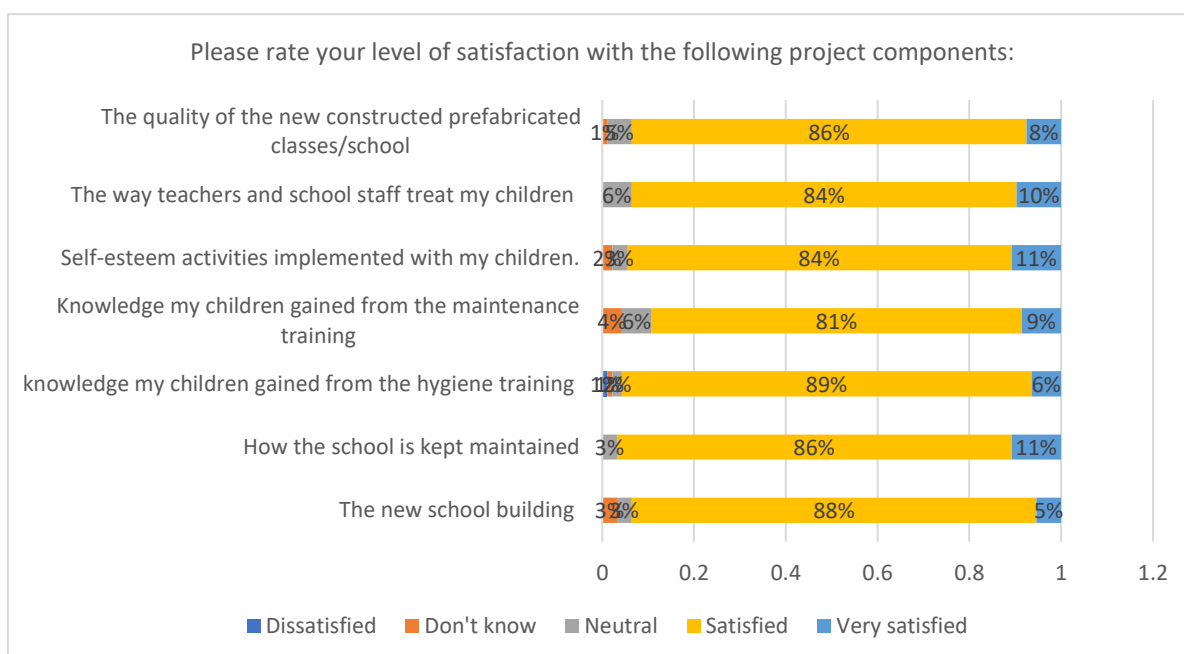


Figure 4: Caregivers' satisfaction levels with activities.

Of those activities that were highly needed by students, the findings show the importance of new school buildings but also the hygiene trainings, which were favoured by students above most other activities.

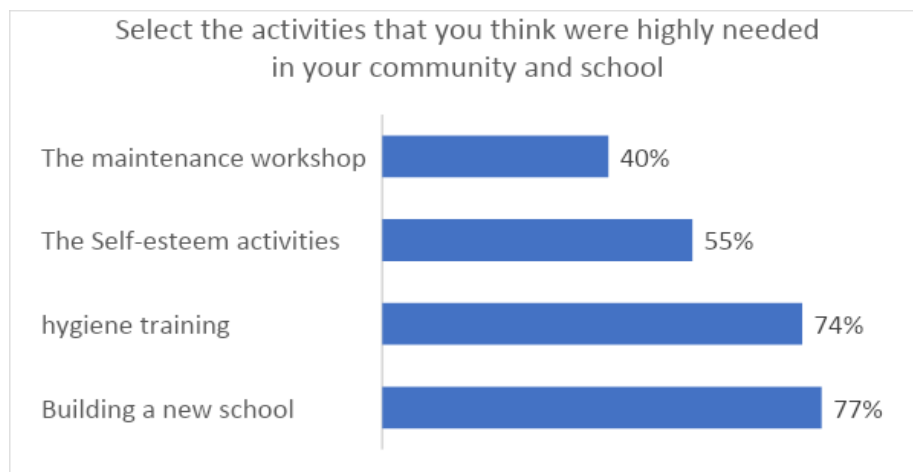


Figure 5: Student's most requested activities.

## 5.2 Coherence

The IVY project is assessed as being **coherent** in how it attended to humanitarian principles and established good levels of cooperation and coordination among stakeholders.

IVY's project was found to be coherent across the board, with project staff showing a strong understanding of humanitarian principles in theory and practice, along with consistently good levels of coordination and communication between multiple stakeholders.

Staff KIIs highlighted a vital component of the project as being the establishment of a clear communication channel for complaints and feedback, enabling participants to communicate effectively when they had a suggestion or concern to raise. Every training session featured a banner displaying an IVY email and phone number, providing participants with a straightforward way to report any issues or misconduct. This mechanism is also available at the schools, ensuring accessibility. This is discussed further in the **Accountability to Affected Populations** section below.

Staff Informants also felt the coordination between the project team and the schools was highly effective. The project coordinator, who also serves as the engineer, was praised as playing a central role in this process. The contact with school managers was daily, ensuring that any issues or changes needed were promptly discussed and addressed. For example, this direct line of communication facilitated an immediate response to a key logistical concern, such as adjusting training dates to suit the schedules of school staff.

The project team's continuous engagement with government officials and school managers is reflective of a more proactive approach, in which regular inquiries about the schools' future plans and other NGOs' involvement, helped to avoid overlapping interventions, while ensuring that the project complemented existing efforts. Participation in education coordination meetings was another area that was conducive to good coordination, as it provided a platform where issues could be discussed with other stakeholders, while also sharing progress updates and aligning efforts.

The project's communication framework with the DoE, through frequent visits to government offices and participation in education coordination meetings, and other stakeholders, played a critical role in ensuring the project aligned with national education priorities and policies; although there is a clear dividing line between local authorities and some community members over which schools should be prioritised and how activities reflect their needs.

However, this is also exacerbated by the limited presence of other NGOs in the region. IVY KIIs stated that they are one of the few, if not the only, NGO in the Education sector supporting both IDP and host communities in the areas of implementation, which has increased the burden on IVY to address a wide range of needs and coordinate effectively with limited external support and resources.

Moreover, a regular concern from IDP-focussed interventions is the effect it may have on social cohesion with host communities, especially when the latter feel their needs are being overlooked in favour of displaced communities. IVY staff were mindful of this dynamic, and the potential for conflict arising from perceived inequalities in support. To mitigate this risk, they included a component that benefits both IDP and host communities. For instance, while Phase Three of the project focuses on IDP support, other funds have now been used to build a new school for the host community in Erbil City.

Thus far, no significant tensions between community members or families were reported by the majority of IDIs. However, two respondents did mention some minor tensions related to project expectations and resource allocation, which could perhaps be mitigated through dialogue with those affected.

IDIs with teachers and caregivers were broadly aligned with IVY Staff. For example, teacher interviewees generally believed that there were no other groups or organisations providing similar services. While three IDIs did reference UNICEF, the majority did not observe any overlap in services provided by other organisations. There was, however, a consensus that better coordination with other organisations could enhance service delivery - particularly given the limited resources at IVY's disposal framed against the level of considerable needs.

To this end, JPF should consider funding a joint-partnership with education actors for future projects, with a greater emphasis on development rather than emergency response, which would increase the scale and scope of activities available for school communities.

### Secondary Literature

As research on emergency education projects in Iraq shows, the delivery of emergency education has a two-way interaction with the promotion of stability and conflict, and where humanitarian principles are not applied, that provision can trigger debates over return, identity and equality<sup>4</sup>. If education interventions are not sensitive to the conflict, the provision of schooling for displaced populations can become politicised or feed into conflict narratives by creating resentment and division.<sup>5</sup> To this end, the focus from IVY on preventing tensions with host communities is essential, and this should be applied equally for all future interventions, to avoid creating potential disparities between communities. Indeed, education in Iraq does not exist in isolation from the broader social, political and economic influences that may have created displacement<sup>6</sup>.

In this project, this approach was not applied as rigorously as it could have been in the beginning of the design phase, but was adapted to include a host community school in Erbil. Therefore, IVY must continue to be mindful of the need for collecting evidence in the areas of intervention related to education, conflict and the socio-political environment, which would ensure that future planning is informed by activities that are sensitive to ongoing fluctuations in stability. The use of community conflict-monitoring systems and organisational conflict analysis tools, for example, should be utilised in future education interventions, to monitor levels of tensions and provide contextual understanding before project proposals are developed.

---

<sup>4</sup> IOM Iraq (2019). [The Politics of IDP Education Provision: Negotiating Identity and Schooling in the KRI](#).

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

## 5.3 Effectiveness

The IVY project is assessed as being **effective** in achieving its key output and outcome indicators.

This evaluation found IVY's education project to be effective overall, when considering the achievement of targeted output and outcome indicators. This was further evidenced through positive feedback from surveyed respondents around the project's key aims and objectives, namely creating a safe environment for displaced children to attend school, which was successfully achieved.

Along with primary data, secondary findings from students and caregivers, as outlined by IVY Staff KIIs, also indicated high levels of satisfaction with the new school facilities and the changes in the school environment, while pre-test and post-test scores revealed consistent improvements in teachers' knowledge - which was linked to improvements in their students' overall situations. According to one Staff KII, during school visits, students expressed their enthusiasm for their new school and their eagerness to attend classes. This positive sentiment is also echoed across internal MEAL data, where students and parents highlighted their satisfaction with the improvements.

Overall, the primary aims of the project revolve around enhancing students' self-esteem, satisfaction, and sense of safety in school. This evaluation found that the project created a safe school environment through infrastructure improvements and by fostering a supportive classroom environment with trained teachers. The positive feedback from students, 93% of whom agreed or strongly agreed that their school was a better and safer environment now, as well as improvements in student self-reports of safety and satisfaction, indicate that these output and outcome indicators have been effectively achieved.

Results from survey data also showed significant improvements in teacher behaviour. Students reported that teachers were treating them better than before (including not beating them), and understanding their psychological situations while being more supportive. The findings also show a noticeable increase in students feeling safe and willing to continue their education. These improvements are quantified by secondary data, with some questions showing a 20-40% positive change.

While some teachers have also shared critical feedback on the limitations of the training received, those surveyed have also highlighted several key outcomes, including an improved understanding of their students' psychological conditions and the importance of positive reinforcement over punishment, while also adopting new approaches to discipline as they move away from punitive measures to more supportive and corrective methods. This change has been explicitly acknowledged by teachers who previously relied on physical punishment.

IVY informants reflected on the above as crucial factors contributing to the project's success, but also reiterated their previous comments, as highlighted under **Coherence**: the effective coordination and communication between IVY staff and school personnel. The project coordinator's dual role as engineer and project manager facilitated communication, ensuring that both positive and negative feedback was shared openly. Teachers and school managers reportedly felt comfortable reporting issues and providing feedback, which helped to maintain transparency throughout implementation.

### Challenges faced

Despite the overall success, the project has faced challenges in achieving the target number of participants for training sessions. Teachers' busy schedules and varying preferences for training times

have made it difficult to coordinate and ensure full attendance. Financial constraints have also limited the frequency of training sessions and scale of operations; KIIs stated that it was not feasible to pay trainer salaries for multiple small sessions, while ensuring a minimum number of participants while accommodating teachers' schedules remains a challenge.

As staff further elaborated, some teachers were not always motivated to attend and engage in the training sessions. While the majority showed improvement post-test, some teachers were noted as being resistant to training or additional work, preferring to focus on their routines or use their time differently. However, the project staff's coordination and relationship-building aimed to address this issue, ensuring that teachers understand and appreciate the value of the training.

Finally, having completed multiple phases and projects, IVY has built a reputation for reliability and transparency in the KRI according to Key Informants, reducing governmental interference and facilitating smoother project execution. High-profile ceremonies celebrating project milestones further enhance visibility and community acceptance, showcasing the project's contributions and fostering a positive public perception (also referenced in **Visibility** below).

#### Student, teacher and caregiver IDIs

There were, however, some considerable differences between primary and secondary quantitative findings, and the qualitative findings from IDIs. This was consistent throughout the evaluation, and perhaps reflects the fact that some of these IDIs participants were not consulted throughout the project design phase. Teacher IDIs shared different opinions about the training and its impact on student well-being, with some teachers finding it beneficial while others remain sceptical. While some teachers feel their capacities have been enhanced, others also expressed doubts about the training's effectiveness.

Overall, teacher interviewees indicated that the training they received was beneficial to varying degrees. However, the responses do not provide specific details on the types of training or how it addressed their needs as teachers. Further investigation may be necessary, therefore, to better understand their concerns. This was not, however, a universal view. Almost half of IDIs did not see the need for a different design of the schools, for example, while one respondent mentioned that the current design of the schools was satisfactory, and another did not have any specific suggestions for improvement.

There was a consensus among caregivers that the construction of schools was successful in providing a dedicated space for students. Indeed, the majority highlighted that the design and construction of schools were generally successful, while emphasising that a well-designed school is crucial for effective learning environments. Seven respondents also noted that training for teachers was a positive aspect, contributing to the overall effectiveness of the project.

Regarding health and safety concerns, some caregiver respondents reported dissatisfaction with the health and safety aspects of the school infrastructure, noting issues like poor sanitation and a lack of electricity, which were not adequately addressed according to interviewees; however, it was noted all schools are completely new other than Elm Naafa 2 School. In contrast, students' perceptions of the activities they received were broadly positive, and reflected a prevailing appreciation for the construction of new school buildings.

One male student from a newly constructed school noted, *"The new school building is much better. We have more space and the classrooms are brighter and more comfortable."*, while another male student remarked: *"Before, our school was very small and cramped. The new building has made a big difference in how we learn and feel."* Another cited improved seating and classroom equipment as



enhancing comfort and engagement: *"The new desks and chairs make it easier for us to focus during lessons. It's not as tiring sitting in these new seats."*

One student also linked these changes to the overall learning: *"With better equipment, we can do our work more efficiently, and it makes learning more enjoyable."*

Student's reflections of the teaching they received was also mostly positive, with IDIs noting the use of clear explanations and interactive lessons. Those student IDIs who did share more negative feedback, however, focussed on communication challenges and a lack of variety in teaching styles. One male student stated:

*"Sometimes, the way topics are presented can be hard to follow, especially when there's too much information at once."*

Views on accessibility and safety were somewhat more mixed. While comments highlighted that ramps, accessible facilities, and supportive staff for students with disabilities, some IDIs indicated that accessibility could be improved, as follows:

*"There are some spots that feel unsafe, especially near the main entrance."*

*"Even though the new building is great, we could still use better safety features, like more secure fences or barriers around the school."*

## Surveys

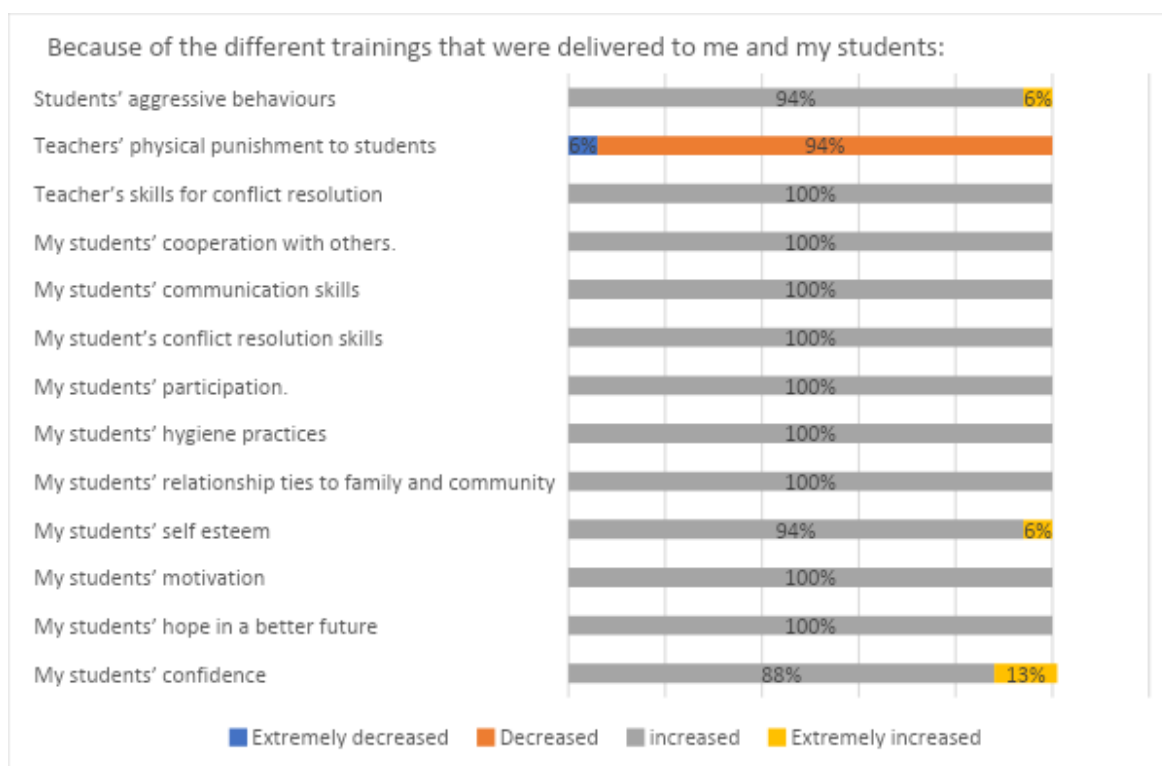


Figure 6: Teachers' perceptions on the effectiveness of activities

As the chart above shows, teachers' perceptions of the training were resoundingly positive, and showed both significant decreases in students' levels of aggression as well as the physical punishment delivered by teachers. The wider picture reflects holistic improvements, with students' self-esteem, hygiene practices, levels of engagement, all reflecting either very high improvements.

Overall, it is difficult to measure the extent of these changes; other than through qualitative findings, which were also mostly indicative of improved behaviours since the project began. In future, a baseline with PSS metrics could be conducted with new students to better gauge their overall wellbeing and behaviours prior to implementation.

Overall, the positive quantitative findings broadly correlate across all beneficiary groups - both direct and indirect. For example, while teachers’ perceptions of high increases in students’ familial ties (100%) may be difficult to quantify in isolation, similar statistics from both student and caregiver respondents show a pattern that validates the metric. Indeed, where there are differences in perceptions, these exist between how students and teachers perceive the levels of decreased physical punishment in class: students felt this had “*extremely decreased*” by up to 48%, and “*decreased*” by up to 36%, which was significantly greater than teachers’ feedback.

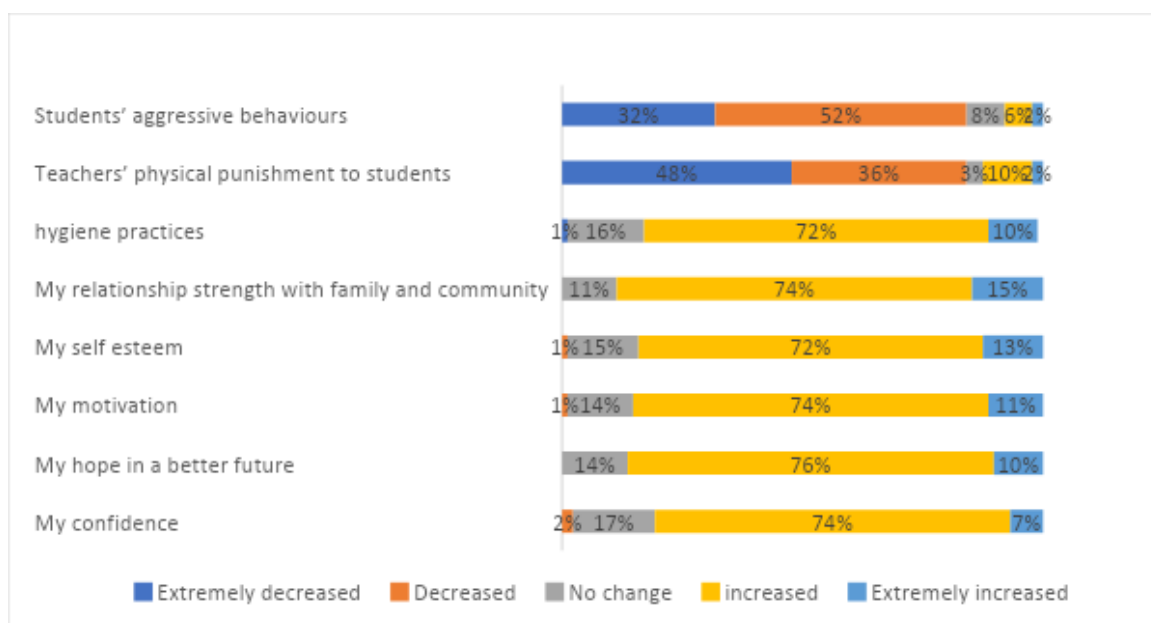


Figure 7: Students’ perceptions on the effectiveness of activities

The only key negative differential, as shown below, is between teachers, students and caregivers’ perceptions of students' levels of decreased aggression. There is clear daylight between the statistical findings from caregivers compared to those of students and teachers, as when it comes to decreases in childrens’ aggressive behaviours, 42% of caregivers noted that there had been no change; a distinct difference from the overwhelmingly positive findings from other beneficiary groups.

This suggests that what may have changed at the classroom-level does not correspond fully with challenges at the family-level, which run deeper and are more complex than those found in educational contexts. This finding should be followed up with by the IVY team, including recommendations for how to improve familial challenges.

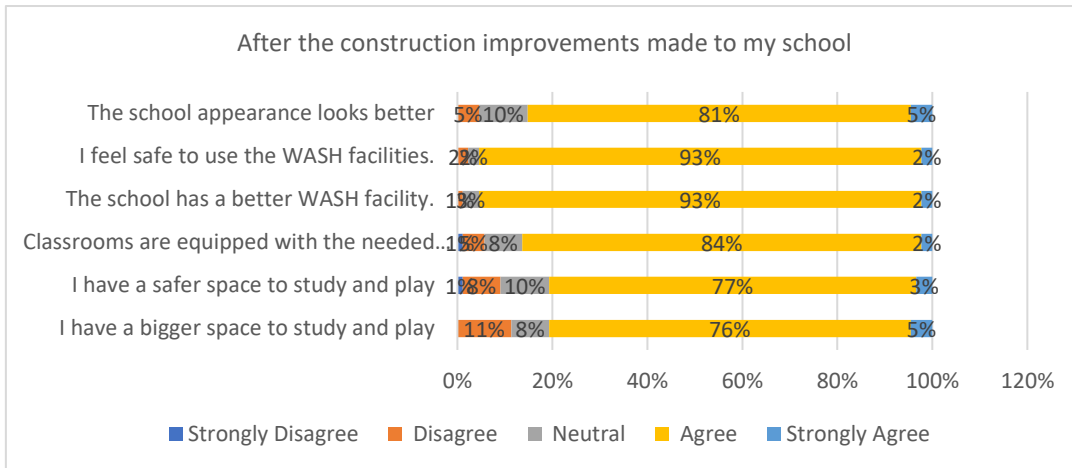


Figure 8: Students’ perceptions on construction improvements.

Caregivers and students shared broadly similar, positive sentiments about the improvements to the school buildings, with 91% of caregivers and 83% of students agreeing that the appearance looked better. Further, 84% of caregivers and 81% of students also agreed that there was now a bigger space for students to both study and play. The main difference was with WASH facilities. For example, 25% of students were neutral about the safety of the WASH facilities, while 31% were neutral about these facilities having improved, in contrast to caregivers, of whom 94% believed these facilities were both safe and an improvement on previous standards. Therefore, if a significant minority of students are neutral about their sense of safety in WASH areas, this should be followed-up with by IVY and other stakeholders, to better understand how safety and overall conditions could be improved.

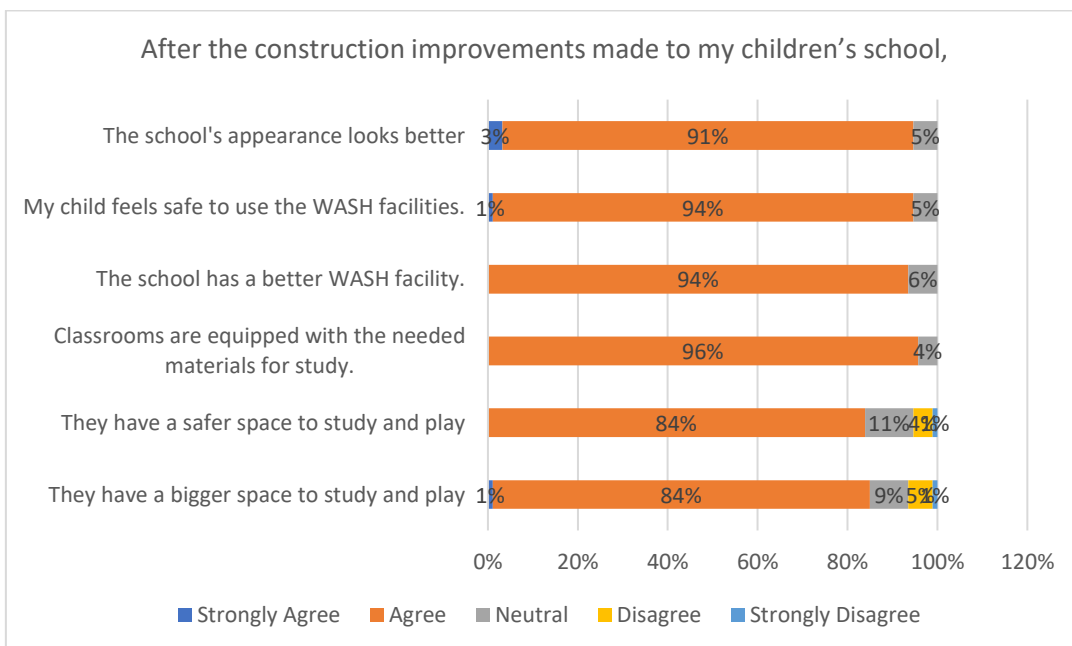


Figure 9: Caregivers’ perceptions on construction improvements.

While teacher respondents were mostly positive about trainings received, they also shared their views on what aspects could be improved, as follows:

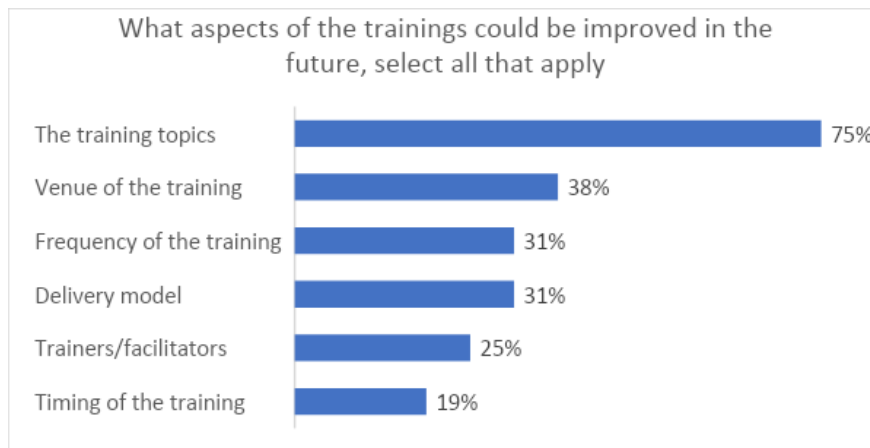


Figure 10: Caregivers' perceptions on construction improvements.

While respondents did not expand here on what training topics could be improved or added, to the current activities, IVY should follow-up with teachers to better understand what topics, types of delivery model, and venues they would prefer for future project cycles.

Finally, regarding how to improve the project's effectiveness, all surveyed respondents shared the following suggestions:

- Provide psychological support for children
- Activities to improve children's mental health
- Improve playground make it bigger and safer
- Improve safety of the school court
- Improve restroom facilities
- Plant some trees in the school court
- Add AC or fans to the classrooms<sup>7</sup>
- Provide school supplies
- Provide water tanks
- Provide cooling and heating
- Regular meetings with parents
- Activities to strengthen the bonds between teachers and students
- Trainings and awareness sessions for parents
- Property protection training

## 5.4 Efficiency

The IVY project is assessed as being **efficient**, with activities generally delivered on time along with an optimal use of limited resources.

Overall efficiency levels in IVY's project were assessed as good, with limited challenges that affected activities being delivered and executed in a timely fashion, with optimal use of resources.

Overall, IVY has demonstrated good resource efficiency, managing the project with a small team of just five staff members. The hiring of data entry staff, particularly young university students, further optimised resource use by allowing the core team to focus on more critical tasks. Moreover, the training provided to teachers was assessed as being highly cost-effective, with expenses ranging from

<sup>7</sup> Air-coolers are purchased for all schools.

60 to 70 USD<sup>8</sup> for a two-day session. This low-cost investment yielded benefits by enhancing teachers' knowledge and skills, which they can apply over the long term.

One delay in the project occurred with JPF School 11 due to a land issue, as the project required permission to build a prefabricated caravan school on a specific plot of land. This process involved daily visits to the DoE and continuous coordination with all relevant stakeholders. The approval delay necessitated a one-month extension. Also, training schedules sometimes needed adjustments based on the availability of teachers, who might have conflicts such as exam periods. Although this necessitated changing planned training dates, it ensured that the training sessions were conducted at times most convenient for the participants.

### Teacher IDIs

Most teacher IDIs felt that rehabilitation activities were delivered on time, but also identified a lack of essential facilities and equipment that could benefit students; this was not assessed as being possible for this project given budget constraints, however. One interviewee highlighted the need for modern technologies and teaching methods, particularly in light of advancements in artificial intelligence, while others referenced needs including a wider playground, computers, printers, projectors, more sanitary facilities, additional water tanks, and recreational spaces for students, while educational materials were found to be lacking. However, as mentioned, the procurement of these items was likely beyond the financial capacity of IVY, meaning that future iterations would benefit from an increased budget to accommodate existing classroom needs.

Responses regarding the efficiency of the training model used to transfer knowledge and skills to teachers and students were also mixed. One IDI indicated that the model was not effective, as it did not consider the realities of the students and their environment, while another teacher agreed, adding that the current training model was insufficient. They did not expand on their answers, however, and other IDIs did not feel that there were any significant gaps in facilities or equipment; one respondent mentioned that the school infrastructure was modern and well-equipped.

### Surveys

100% of surveyed teachers and caregivers stated the activities were delivered on time. However, 44% felt that the schools could have been designed in a way that better served childrens' needs and were also missing major facilities or equipment.

100% of respondents also stated that the model used to transfer knowledge and skills to teachers and students was the most efficient and effective, though this also depends on what their awareness is of the different models that exist among education in the MENA, as it is unclear what their basis for comparison is.

Of the 13% who felt key facilities were missing in schools, among the needs highlighted by caregivers were heating in winter time, access to clean water, rehabilitation on classrooms (windows and painting) and maintenance of playgrounds.

Finally, of the 23% of caregiver respondents who felt the school design could have been improved, their suggestions were as follows (it is unclear what they mean by an "ideal school"):

---

<sup>8</sup> See footnote 1.

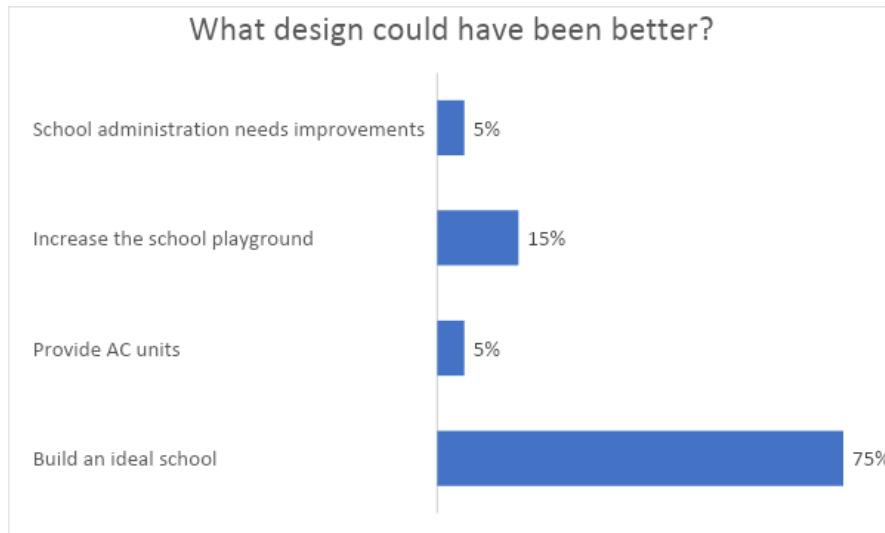


Figure 11: What design could have been better?

## 5.5 Impact

The IVY project is assessed as being **impactful** in improving beneficiaries' lives.

*"The self-esteem workshops (sic) helped me feel better about myself and my abilities. I'm more confident in class now."* Student IDI.

Overall, project activities have been assessed to be impactful on beneficiaries' lives in several ways. One of the most significant impacts of the project, according to one IVY interviewee, was the increased awareness and value placed on education within the community. Initially, many community members did not prioritise education, possibly due to a lack of support and resources. However, the presence of the project has sparked a renewed interest in education. This shift is further reinforced by direct interactions where project staff visit homes and discuss the importance of education with parents.

As shown in primary and secondary data, the project's impact is also evident in the increased enthusiasm of students towards attending school. Students' positive experiences at school, where they find enjoyment and a supportive environment, translate into a desire to attend regularly. This enthusiasm is communicated to their parents, who then begin to see the benefits of education through their children's eyes. The improved school environment, with its new infrastructure and reduced overcrowding, makes parents feel safer and more comfortable sending their children to school.

According to IVY Staff, the project has led to tangible improvements in the quality of education. Students now attend school for five days a week, receiving a standard and uninterrupted education, as opposed to the previously limited schedule of three days a week. Further, the renovation and construction of new school buildings have created a positive and conducive learning environment. Teachers report feeling more comfortable and less stressed in the new school buildings compared to the old, dilapidated structures. This change in environment has a direct impact on their behaviour and attitudes towards students. This reduction in stress and irritation is also reflected across surveyed respondents.

Teacher, caregiver and student IDIs

The impact of project activities on student well-being elicited varied responses among teachers, caregivers and students. Some teachers did not observe significant positive effects, while others noted enhancements in empathy, teaching capabilities, and understanding of students. For instance, one teacher IDI reported improved classroom performance, while another felt she had a better understanding of her students. In terms of meeting students' educational and emotional needs, two other teachers saw improvements, while two other IDIs did not feel their capacities were significantly built.

The training's impact on student relationships, interactions, flexibility, and self-esteem also received mixed results. Some IDIs observed improved student cooperation and interactions, while others saw no significant changes. Similarly, while some teachers noted better student adaptation and self-respect, others did not see substantial improvements. That said, this may also be due to the fact that some students are slower than others to adopt the benefits of training, where patience and continued support is needed before asserting whether the activities have proved successful or not.

On the topic of school responsibility, some teachers observed increased student awareness and responsibility towards school maintenance, while others did not notice significant changes. Most teachers agreed that the school building contributed to a safer environment, though concerns about the location and the need for additional safety measures were noted.

Long-term impacts of the project and unintended consequences were also perceived differently between stakeholders. Some teachers believed in lasting positive effects due to community stability, while others doubted sustainability due to the instability of the student environment. Opinions on unintended consequences were mixed, with some noting potential negative outcomes related to the school's location (regarding safety and security) and others not observing any.

Among respondents, seven agreed that the training positively impacted student well-being, highlighting benefits from cleanliness and recreational activities, while five felt the training did not enhance well-being, citing a lack of sessions. Eight respondents observed increased resilience and seven noted improved self-esteem among children, while five reported no training, limiting their evaluation. On school responsibility, eight respondents saw improvements, while four did not. Eleven respondents agreed that the new construction contributed to a safer environment, though some felt additional safety features, such as road barriers, were needed.

Students also reported varied impacts from project activities. While many noted boosted self-esteem, confidence, and improved mood due to new facilities and hygiene training, some found maintenance workshops less impactful. Self-esteem activities were particularly appreciated, contributing to confidence and coping skills.

*"These activities helped us understand our strengths and be proud of who we are, which is really encouraging." Student IDI*

Finally, some negative impacts noted by caregivers and students were as follows:

- Classroom overcrowding and insufficient facilities
- One student highlighted problems with how the activities were scheduled and managed.
- One respondent from Al Ola Primary School noted that his child received guidance on maintaining the school and its facilities, although he mentioned that the school's sanitation was not consistently good, often lacking water.

- Six respondents from Mamzaawa and other unspecified schools expressed that the school environment remained unsafe and unclean despite the rehabilitation efforts.

## 5.6 Sustainability

The IVY project is assessed as including **elements of sustainability**, with mixed evidence of the potential for longer-term effects on school communities.

Overall, IVY's project showed some potential for sustainability, but lacked the broader components in its project design to be considered more sustainable in the long-term.

The training component was cited as the most sustainable activity by project stakeholders, given the skills and knowledge can be both applied practically, as well as transferred, with positive long-term implications to build on the current short-term impacts already seen. The construction and rehabilitation of schools, while sustainable in the short-to-medium-term, is undermined by the fact that caravan schools are built from prefabricated materials. These structures, while of good quality, have a lifespan of about five to ten years. However, IVY Staff admitted this was a lesson learned for them, and that concrete will be used for all future school construction to increase the levels of sustainability as well as overall building quality. Nevertheless, KIIs noted that IVY has provided maintenance workshops to ensure these caravans are kept in good condition for as long as possible. Also, even if the IDP families transition to returnees, the schools could still be utilised by other communities in their place until new constructions are needed.

IVY staff concede that achieving prolonged, sustainable effects pose a challenge as they partly depend on the contingency of the project and its funding. To ensure sustainability for a longer period of time, they state that they have engaged in spreading awareness to the local community through promoting the project through close contact with the local community as well as donating the centre to them if the project is discontinued (in coordination with the cluster members).

Regarding long-term effects, the majority of teacher IDIs believed the project would have lasting impacts, particularly through generational benefits and improved school infrastructure. However, four IDIs were uncertain or did not observe any significant long-term effects, noting that more consistent support and resources were needed.

Among caregivers, the sustainability of behavioural changes was cited, with the majority observing positive changes in their children's behaviour, such as improved respect for the school and better hygiene practices. Conversely, five IDIs were unsure or doubtful about the long-term sustainability of these changes, pointing to a need for ongoing support and reinforcement.

Surveyed respondents were overwhelmingly positive, with 100% of all respondents stating that the impact of the project should last for a long time because it is built on changing the knowledge and attitudes of teachers and students. To this end, the project is potentially sustainable, although some teachers, caregivers and students emphasised the importance of continuing the project to ensure greater continuity and application of the training. It is hoped, however, that teachers will continue to apply and practise the methodologies learned throughout their careers, with an emphasis on peer-to-peer dissemination to enable the training's benefits to spread after the project ends.

While educational and hygiene materials are essential, they are not inherently sustainable as they have a limited lifespan. These materials need to be replenished regularly, which presents a challenge for long-term sustainability.

### Exit strategy



A critical aspect of the project's sustainability strategy involves collaboration with the DoE. As IVY KIIs emphasised, upon completing a project, the school is handed over to the DoE with an agreement that they will maintain and utilise the facility. This ensures that the responsibility for upkeep and continued use of the school falls under the local education authorities, embedding the project's outcomes within the governmental framework. It should be noted, however, that some stakeholders lack confidence in local authorities' capacity to maintain and continue the work undertaken by humanitarian actors, meaning that while the strategy makes sense in theory, the contextual challenges mean it is uncertain how the future of these schools will look in practice, especially given budget constraints and the limited support from other NGOs in the region.

Nevertheless, coordination with the DoE has been crucial in ensuring the project's implementation, while fostering collaboration between different governmental bodies who are subject to on-going regional tensions should be seen as a positive step.

In conclusion, while the project has laid a solid foundation for sustainability through building and rehabilitating new schools, training teachers and students in areas that have potential for long-term socio-cultural and technical sustainability, the limited lifespan of the caravan schools make some aspects of the intervention less sustainable than others. JPF should also consider increasing the budget for future projects to widen the levels of sustainability, including a component that extends beyond an emergency project to a more sustained development focus, including joint-proposals with other NGOs where budgets are constrained.

## 5.7 Accountability to Affected Populations

IVY's project has established several channels for stakeholders to voice their concerns and provide feedback. These include:

- **Phone and Email:** A dedicated phone number and email address are provided for complaints. These contact details are prominently displayed on banners at the schools.
- **WhatsApp Groups:** For each supported school, a WhatsApp group is created, including IVY staff, school managers, and teachers. This group facilitates real-time communication and quick resolution of issues.
- **Evaluation Forms:** At the end of training sessions, participants complete evaluation forms that include a section for anonymous complaints and feedback.
- **Frequent Visits and Direct Inquiries:** Project staff visit schools regularly, engaging with stakeholders to ask if they have any questions or concerns.

While IVY Staff stated that the project has robust mechanisms in place, the responsibility for monitoring and responding to complaints lies with specific individuals, such as the project assistant and project director. This division of responsibility means that complaints are managed by designated personnel, but it also highlights a potential gap in access and oversight for other team members. Ensuring that all relevant staff are aware of and can access complaint data could therefore improve overall responsiveness and accountability.

Further, while the inclusion of a complaints section in the training evaluation forms is seen as a proactive measure to capture immediate feedback, there is an absence of recorded complaints which suggests either a high level of satisfaction – or potential underreporting. To address this, the project could consider additional methods to encourage honest and constructive feedback, such as anonymous online surveys or suggestion boxes.

According to Key Informants, the use of WhatsApp groups has proven effective for ongoing communication between IVY staff and school personnel. This direct line of communication has

enabled the quick resolution of minor issues, while regular visits by project staff provide opportunities for face-to-face interaction, further reinforcing the project's commitment to addressing concerns promptly.

Most IDIs were aware of the complaints procedures, with students broadly preferring to file complaints directly with their teacher, school administration staff, or most commonly, the principal, rather than use the FCM channels listed above. However, three student IDIs said they do not know the specific complaint channels, meaning that more awareness of the available channels is needed when school resumes.

Surveys

95% of student respondents were aware of what to do if they faced a problem, while only 12% stated they had faced any problems during this project. 70% of those reported the problem, all of whom were satisfied with how it was handled.

93% of teacher respondents were aware of how to share feedback or complaints, and would do so through the following channels:

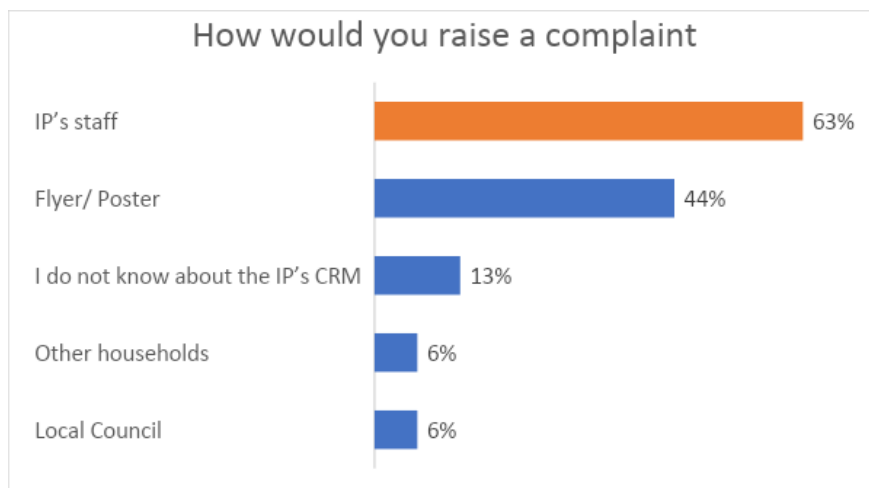


Figure 12: How would you raise a complaint?

Other preferred complaint channels were as follows:

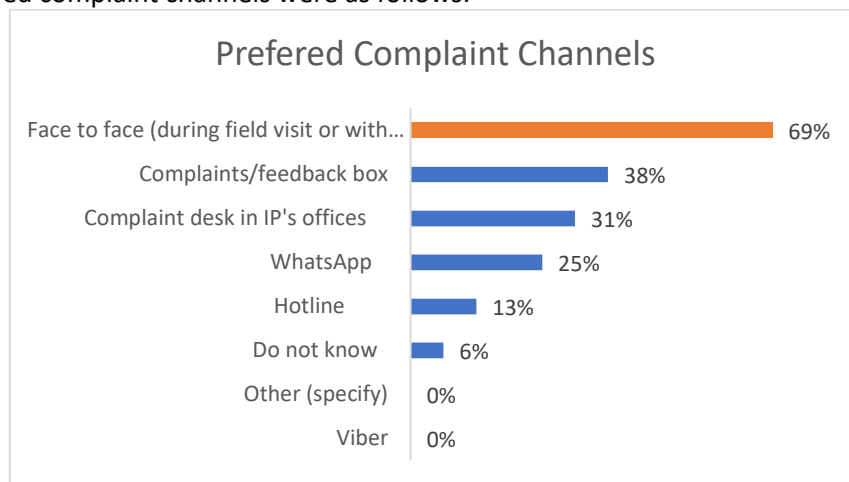


Figure 13: Preferred complaint channels

Of the 40% who had utilised the FCMs, the vast majority (83%) were satisfied with how it was handled, while 17% were neutral.

Concerningly, as shown below, up to 44% stated they would not feel comfortable raising a concern, which should be followed-up on to understand in more detail.

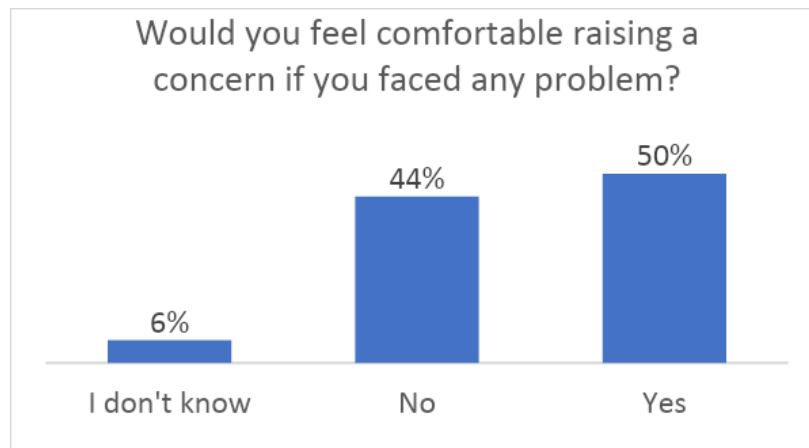


Figure 14: Would you feel comfortable raising a concern?

While 87% of caregivers knew how to file a complaint or share feedback, only 10% had done so thus far (all of whom were satisfied with how these were handled). Additionally, 73% of respondents were made aware of FCM channels through IVY's staff, with the vast majority (73%) also preferring face-to-face to do so over utilising the other channels.

## 5.8 Visibility

In terms of visibility, both IVY project stakeholders and beneficiaries noted the regular presence of IVY's logo as well as the Japanese flag on school buildings and training locations, which serves as a constant reminder of the project's sponsors and supporters., which was effective in informing all beneficiaries and the wider community that this project was funded by the Government of Japan, and in line with JPF's visibility requirements.

Further, the facilitation of ceremonies at the end of projects, which include high-level participants such as media representatives, government ministers, and other dignitaries also provide significant visibility for JPF, and offer a platform to showcase the project's achievements. At the completion of each project, IVY Staff also confirmed that they display large banners on international screens, prominently featuring the support from Japan. This visual representation serves as a public acknowledgment of the project's completion and highlights the international cooperation involved.

IVY also utilises social media platforms such as Facebook, Instagram, and Twitter to publish updates and information about their activities. This online presence is crucial for reaching a wide audience, including local and international supporters.

Finally, 100% of all surveyed teachers and student respondents were aware that the project was being funded by the Government of Japan, along with 99% of caregivers. The majority found out through IVY (75%) while the rest (25%) were made aware by the school administration. For caregivers alone, just over half found out through IVY, while the rest were mostly made aware through the school administration or logos, as shown below.

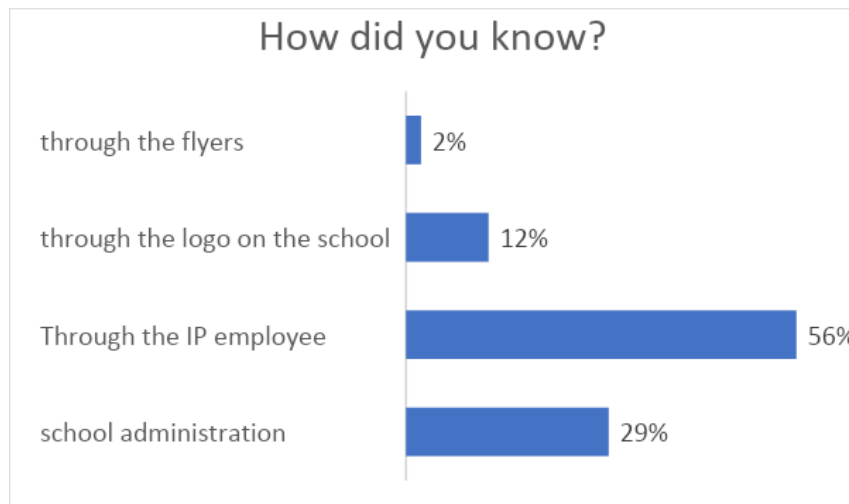


Figure 15: Visibility: How did you know?

## 6. Recommendations

- **Advocate for concrete schools:** Ensure all future schools are built from concrete instead of prefabricated caravan schools. Concrete schools offer greater sustainability, can be used by both the host community and IDPs who choose to integrate, and provide a longer-lasting solution. This shift in approach is vital for ensuring that the infrastructure continues to serve the community well beyond the immediate emergency period.
- **Continue with teacher training** Continue with on-going capacity building for teachers, conducting further discussions prior to implementation in order to understand what topics, models, they prefer, and tailor these suggestions to future training activities.
- **Classroom observations:** IVY should ensure that the budget line for one-month classroom observations is utilised so that teachers are given on-going, in-lesson support after the training period ends. This dedicated observation period will help ensure that teachers are applying what they have learned while providing additional support as they apply new methodologies and practices.
- **Flexible participation for training:** Be flexible regarding teacher training participation. Allowing teachers who are close to retirement, or who are unwilling to participate, to opt out of training sessions can improve overall engagement and reduce resistance, within reason.
- **Material Support for Schools:** Consider adding a budget line for increased material support, such as providing PCs, printers, stationery, books and other educational tools, where funds allow, per school, depending on specific needs.
- Consider including a **dedicated PSS component** for IDP teachers and IDP students, who will have experienced significant trauma from years of conflict-induced displacement yet have been underserved by crucial mental health services in their regions. There are several options for IVY to explore in how this component is designed and implemented:
  - Conduct a need-based targeting approach, utilising a psycho-social needs assessment with teachers and students, through support from the National Protection Cluster in Iraq, to determine the range of MHPSS activities to be provided for beneficiaries. Conduct pre-test and post-test studies on topics including stress reduction.
  - If needs are clinical, conduct referrals to [EMDR Iraq](#), who can provide support services for complex trauma, including innovative practices such as [Eye Movement Desensitisation and Reprocessing \(EMDR\)](#).

- For those with complex but not clinical needs, include a budget line for “light touch” activities such as restorative group sessions for students, including art therapy, story-telling, mindfulness and sports and exercise to improve beneficiaries’ psycho-social wellbeing. See [Amna’s Approach](#) for more details.
- For teachers, also integrate a community-based approach to PSS activities, including get-together sessions for all staff/beneficiaries that enables them to share challenges with their peers in a safe environment.
- Include a budget line for an external psychologist, to be consulted as an advisor on MHPSS activities at various stages of the project cycle.
- Consider including a further budget line for essential supplies and improved safety measures, such as speed bumps near the school.
- Increase coordination with other sectors, as part of joint efforts in future projects, to improve school facilities through the regular provision of water, electricity and sanitation supplies.
- Discuss safety concerns at schools with all stakeholders as part of assessments inform future project design.
- Strengthen awareness and visibility of the FCM channels to ensure they are accessible to all, and that feedback is considered. Consider utilising more informal channels such as anonymous surveys, to see if more feedback can be elicited from those who did not feel comfortable sharing their views.
- Increase numbers of teachers to be consulted during the design phase, and consider facilitating discussions between them and the DoE regarding school selection criteria. Also increase the numbers of students to be consulted during the design phase, ideally combining discussions with caregivers as part of an assessment with the wider family to save resources.
  - Focal points representing both teachers and students could attend these meetings and share information from and within their peer groups.
  - Engaging families as whole during assessments would increase the numbers of students actively included.
- Ensure students with disabilities are allowed to voice their opinions on the accessibility of their new schools, which should inform how future resources are utilised.
- Increase conflict sensitivity data collection in the beginning of future assignments, utilising tools such as community conflict-monitoring systems and organisational conflict analysis tools, to monitor levels of tensions and provide contextual understanding before project proposals are developed.
  - Tools to be utilised include the [Conflict and Stabilisation Monitoring Framework](#) from the US Institute for Peace (USIP).
  - Incorporate a conflict-sensitive approach into the project design, including through strategic discussions with JPF on Development-focussed programming inclusive of both IDP and Host Community populations as per the [World Bank’s Approach](#).
- Incorporate more recreational, sporting activities and field trips for students, where funds allow, to improve mental health.
- Encourage school administrations to increase parent-teacher meetings.

## Annexes

---

### Annex A: Scope of Work

The scope of this evaluation under the JPF Iraq-Syria Humanitarian Crisis Response Plan focuses on the assessment of 2 phases of the project, according to the OECD-DAC criterion and core humanitarian standards. According to the TOR, the overall scope of work is as follows:

1. Conduct the output review to validate the efficient delivery of intended outputs and ascertain 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. Assess the level of satisfaction of 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. Assess 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 the IVY for quality assurance, ensuring feedback and complaint mechanisms are in place.
5. Visibility
  - a. Checking the visibility of the project in accordance with the JPF Visibility Guidelines, signed cooperation agreement and agreed terms with IVY.
  - b. Evaluate 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.
6. Draw lessons learnt and recommendations from the evaluation for the implementing NGO, JPF and other JPF member agencies active in Iraq.

## Annex B: Evaluation Matrix

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
						Survey	KIIs	FGDs	Site Visits	Secondary data
<b>Relevance</b>  Is the intervention doing the right things according to the identified contextual needs?	1	A tangible and significant need for the intervention.	1.1	Was the appropriate formative research carried out before the intervention?  Was the needs assessment /research / context analysis updated over the project period to account for any contextual changes? Has the project adapted to accommodate these changes?	A comprehensive background research was carried out before the start of the project, and was updated over the project period		X	X		X
			1.2	Do the activities/project design reflect the identified needs of the beneficiaries?	Background research had sufficient data to support the need for an intervention on providing Protection, and educational training services.		X			X
			1.3	Do stakeholders and beneficiaries find the intervention relevant?	Beneficiaries found it relevant and important	X		X		

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
			1.4	Was the project designed and developed in alignment with / relevance to the Iraq-Syria Humanitarian Crisis Response Plan Goals?	<p>The project provided life-saving and life-sustaining humanitarian assistance to the most vulnerable people with an emphasis on those in areas with high severity of needs.</p> <p>The project increased the resilience of affected communities by improving young people's access to education among the most vulnerable households and communities.</p>		X			X
	2	Beneficiaries including the most vulnerable populations appropriately consulted in the design and implementation of the project	2.1	How have beneficiaries and the most vulnerable population been consulted (tools/ means) in the design of the project?	Systematic consultations and feedback mechanisms have been implemented with the communities (targeted & not) to develop and/or discuss the humanitarian strategy of the projects.	X	X	X		X
	3	Accounting for the needs of the most vulnerable people affected,	3.1	Was the design based on robust needs assessments of the most vulnerable populations?	Vulnerable populations engaged in project design, and/or their needs were represented in the project design.		X			X



Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
		particularly children , and disabled persons.			Needs assessments are implemented before the project design phase and correctly disaggregated (i.e. disaggregated by age, gender, displacement and disability status, at a minimum')		X			X
	4	Adapting to the evolving needs of beneficiaries.	4.1	Was the implementation flexible enough to adapt to context changes?	Implementation identified the ongoing needs of beneficiaries, and periodically adapted to them.	X	X	X		X
<p><b>Coherence</b></p> <p>How logical is the design of the intervention?</p> <p>How well communicated is the intervention?</p>	5	<p>The design of the project is aligned with:</p> <p>a. the humanitarian principles;</p> <p>b. the 'do no harm' approach;</p> <p>c. the most urgent needs</p> <p>d. no adverse distinction based on nationality, gender, religious belief, class, or political opinion</p>	5.1	How aligned was the response to humanitarian principles?	IVY demonstrate evidence that humanitarian principles are routinely used as an operational tool to guide decision-making.		X			X
			5.2	Are there any interventions or pressures from any political or armed group in the projects? If so, how are the implementing organisations dealing with them?	The intervention is not directly affected by the influence or pressure from political or armed groups. If it is, it should explain how		X			X

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
					this does not significantly affect the overall fit and goals of the project					
			5.3	Is the intervention reaching those with most urgent needs, regardless of their nationality, gender, age, disabilities or political opinions?	IVY show evidence that there were no adverse distinctions based on any demographic criteria, other than urgent needs.	X	X	X		X
			5.4	To what extent did the partner ensure that their actions were in line with the <i>Do No Harm</i> approach?  Has a gender-sensitive, and inclusive context and conflict analysis informed the design of the project?	Humanitarian actions avoid harmful effects that could arise from their work, and all assistance provided with due respect for the dignity of individuals.		X			X
6		Coordinating the response with other donors and relevant actors in the region; avoiding overlaps and ensuring complementarities.	6.1	How well and through which mechanisms has IVY shaped its response in relation to other humanitarian actors and donors?	IVY has taken appropriate measures to coordinate its response with other donors (e.g. donor coordination platform, joint needs assessments, funding decisions, programme design, joint monitoring).		X			X

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
<b>Efficiency</b>  How timely and cost-efficient is the intervention implementation ?	7	Response achieves cost and resource efficiency.	7.1	To what extent has the project been implemented in the most efficient way so far (time, materials, resources)?	Assessment of overspent/underspend budget lines, number of staff vs. number of activities, tasks and produced outputs / outcomes; assessment of equipment, material and training provided vs. funds allocated.		X			X
<b>Effectiveness</b>  Is the intervention achieving its objectives?	8	Is there evidence of the project achieving its intended outcome / results,	8.1	To what extent have the project's activities led to its intended outcomes/results?			X			X
			8.4	Were the project activities delivered in a technically sound and contextually appropriate way?	Number of respondents who say that the activities provided the relevant knowledge and skills met the education needs	X	X	X		
			8.5	To what extent were the beneficiaries satisfied with the project activities/rehabilitation/construction and maintenance training they received?		X		X		

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
	9	Presence of an ongoing MEAL process from the partners.	9.1	<p>How has IVY been able to monitor outcomes and outputs throughout the project?</p> <p>Were the achievements / non-achievements affected by any internal or external challenges?</p>	JPF & IVY have established efficient, responsive and consistent M&E mechanisms to measure results, and which have helped in achieving targeted outcomes.		X			X
<b>Impact</b> What are the consequences beyond the achieved outcomes?	1 1	Positive impact from activities on the targeted population.	11.1	What were the intended and/or unintended <u>positive</u> impacts of the interventions?	Evidence of positive effects of the activities among beneficiaries and / other stakeholders	X	X	X		X
			11.2	Have there been any unexpected / unintended <u>negative</u> impacts of the interventions?	Evidence of negative effects of the activities among beneficiaries and / other stakeholders.	X	X	X		
			11.4	What could have been done differently in terms of project design, implementation modality and stakeholder engagement. to elevate the impact of the project?			X			X
			11.5	To what extent are project participants able to perform what they learned and without guidance?		X	X	X		

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
			11.7	To what extent did beneficiaries' self-esteem and confidence increase after receiving their certificates?		X		X		
<b>Sustainability</b>  For how long the benefits will last?	1 2	Sustainable results of its interventions with appropriate exit strategies put in place and implemented.	12.1	To what extent will the project benefits continue after the project ends?	Aspects of the intervention activities are in themselves self-sustaining		X	X		X
				What strategies were put in place to assure a smooth end of the project?	Exit strategy is systematically thought through at the project design phase - where vulnerabilities persist at a critical level beyond the duration of short-term response, organizations are able to link affected communities to longer-term interventions.		X			X
<b>Accountability to Affected Populations</b>	1 3	IVY shows accountability to its beneficiaries and wider local population.	13.1	Was a feedback and complaints response mechanism available during each activity?  Were beneficiaries aware of the FCM, and was it sensitive to minority and vulnerable groups? (women, girls, people with low	A clear FCM is available to beneficiaries, with complaints and feedback followed-up on and addressed efficiently and sensitively.	X	X	X	X	X

Evaluation Criteria	Evaluation Areas		Sub-Questions		Judgement Criteria	Data collection method and sources				
				literacy levels, people with disabilities)  Did those who submitted feedback receive a (satisfactory) response?						
<b>Visibility</b>				What approach did IVY take to assure visibility in the field? In accordance with JPF visibility guidelines? What does this look like in reality?	Interviews with project staff.		X			X

## Annex C: Desk Review

List of documents assessed as the Desk Review.

- whistleblowing Policy of IVY Iraq office Dec.
- Anti-Fraud-Policy\_ IVY Iraq office 2021 Dec.
- Safeguarding and child protection policy Jan 6, 2022
- PSEA Policy of IVY Iraq office 2022 Jan6
- Conflict-of-Interest-Policy IVY Iraq office
- code of conduct of ethical image and message of IVY Iraq office
- Code of conduct it is a set of guidelines
- Beneficiary database
- Project locations
- Training attendance sheets
- Complaint mechanisms
- Logframe
- Monthly reports
- Budget

## Annex D: Survey Questionnaire (student beneficiaries)

Survey Code		Date	--- / --- / 2024
Name of Field Researcher			
Governorate			
District			
Community/ID Site			

### **Introduction:**

Hello, my name is \_\_\_ and I am working with Nexus. is a research and consulting organisation. We are interviewing households that have received assistance from IVY. This Survey will help us better understand households' satisfaction over the assistance received to improve future projects. If you agree to participate, you can choose to stop the survey at any time or not answer any questions. However, we hope that you will participate as your opinion is important to us. Please note that your responses will be presented only as one of a sum of all responses and we will not collect any personal details. None of your responses will affect your eligibility to receive further assistance. This survey will take approximately 15-20 minutes to complete.

Do you have any questions?  Yes  No

Did you understand why we are collecting this information and how we plan to use it?  Yes  No

Do you agree to participate?  Yes  No

	Background and Demographic data	
ALL	Respondent Code	
ALL	School name ( <b>Instruction: to be filled by enumerator</b> )	
ALL	Are you aware of what type of improvements or activities they have been offered to your school? <b>MULTIPLE ANSWERS</b>  <b>Instruction: To be filled by enumerator together with interviewee, based on the beneficiary list we have from IVY.</b>	<ul style="list-style-type: none"> <li>• Building maintenance</li> <li>• Establishment of prefabricated classes</li> <li>• WASH facilities rehabilitation</li> <li>• Maintenance training</li> <li>• Hygiene training</li> <li>• None of the above</li> <li>• Other, please specify</li> </ul>
ALL	Gender of respondent <b>ONE OPTION</b>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>
ALL	Age of Respondent <b>WRITE In numbers</b>	_____
ALL	Do you have any type of disability?	Yes No
If Yes	Can you describe what disability do you have?	

	<b>Design Process</b>	
	Did anyone from outside the school meet with you and asked you about what services are needed in your school? <b>[select one]</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
	The education services provided by the project were needed in my community <b>ONE OPTION</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul>



if No to the previous question ask why? <b>(open question)</b>	
--	--

	<b>Relevance</b>	
	Select the activities that you think were highly needed in your community and school <b>(check all that apply):</b>	<ul style="list-style-type: none"> <li>● Building a new school</li> <li>● hygiene training</li> <li>● The Self-esteem activities</li> <li>● The maintenance workshop</li> </ul>
	I feel that my school is a better safe environment after the improvements that have been done to it:	<ul style="list-style-type: none"> <li>● Strongly Disagree</li> <li>● Disagree</li> <li>● Neutral</li> <li>● Agree</li> <li>● Strongly Agree</li> </ul>
If Strongly Disagree or Disagree	Why? <b>(open question)</b>	
	I like the methods my teacher uses to deliver the information to me <b>[select one]</b>	<ul style="list-style-type: none"> <li>● Strongly Disagree</li> <li>● Disagree</li> <li>● Neutral</li> <li>● Agree</li> <li>● Strongly Agree</li> </ul>
If Strongly Disagree or Disagree	Why? <b>(open question)</b>	
	Do you face any difficulty accessing the school building of any of its facilities?	<ul style="list-style-type: none"> <li>● Yes</li> <li>● To some extent</li> <li>● No</li> </ul>
If yes or to some extent	please explain why?	<ul style="list-style-type: none"> <li>●</li> </ul>
	Did you face any difficulty in accessing project services?	<ul style="list-style-type: none"> <li>● Yes</li> <li>● To some extent</li> <li>● No</li> </ul>
If yes or to some extent	please explain why?	
Based on the type of service received by the school	Please rate your level of satisfaction with the following things: 1. The new school building	<ul style="list-style-type: none"> <li>● Very satisfied</li> <li>● Satisfied</li> <li>● Neutral</li> </ul>

	2. How the school is kept maintained 3. knowledge gained from the hygiene training 4. Knowledge gained from the maintenance training 5. Self-esteem activities implemented with the teacher. 6. The way teachers and school staff treat you 7. The quality of the new constructed prefabricated classes/school	<ul style="list-style-type: none"> <li>• Dissatisfied</li> <li>• Very dissatisfied</li> <li>• Don't know</li> <li>• N/A</li> </ul>
If for any of the previous dissatisfied ask	Why?	•

	Effectiveness	
	After the construction improvements made to my school, <ul style="list-style-type: none"> <li>• I have a bigger space to study and play</li> <li>• I have a safer space to study and play</li> <li>• Classrooms are equipped with the needed materials for study.</li> <li>• The school has a better WASH facility.</li> <li>• I feel safe to use the WASH facilities.</li> <li>• The school appearance looks better</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Disagree</li> <li>• Neutral</li> <li>• Agree</li> <li>• Strongly Agree</li> </ul> <p>[repeat above options for each of the sub-questions]</p>
	During the school year, please rate the following: <ol style="list-style-type: none"> <li>1) My confidence</li> <li>2) My hope in a better future</li> <li>3) My motivation</li> <li>4) My self esteem</li> <li>5) My relationship strength with family and community</li> <li>6) hygiene practices</li> <li>7) Teachers' physical punishment to students</li> <li>8) Students' aggressive behaviours</li> </ol>	<ul style="list-style-type: none"> <li>• Extremely decreased</li> <li>• Decreased</li> <li>• No change</li> <li>• increased</li> <li>• Extremely increased</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>
	To what extent do the sentences below describe you <ol style="list-style-type: none"> <li>1. I am proud of my lineage.</li> <li>2. am able to solve problems without resorting to</li> <li>3. aggression or the use of violence</li> <li>4. I feel I belong at school.</li> <li>5. I am aware of my own points of strength.</li> </ol>	<ul style="list-style-type: none"> <li>• Not at all</li> <li>• A little</li> <li>• Somewhat</li> <li>• Quite a bit</li> <li>• A lot</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>

	6. I have opportunities to develop and improve myself for the future. 7. I felt respected by my teachers	
If "Not at all or a little:	Describe why?	•
	How do you think the school building can be further improved? ( <b>open question</b> )	•
	What other things or activities could be done to support children and parents in your community?	•

Impact and sustainability/Community based approach/Localization		
AL L	G1 To what extent do you agree or disagree with the following statements? [select one] 1. My participation in the project led to important positive changes in my life. 2. I can cope with problems I may face in the future. 3. The project has improved the relationships between my community members. 4. The project has led to improved relationships within my household. 5. I practice Hygiene activities I learnt at school and home all the time. 6. I keep my school maintained all the time	<ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly disagree</li> <li>• Don't know</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>
	If you are walking in your school and you noticed something that needs to be maintained, how would you act? (open question)	•

Information sharing, complaints and feedback mechanism		
ALL	Do you know to whom you should go inside the school if you face a problem? [select one]	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
	Have you ever faced any problem at school with a teacher or other students?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>

If yes	Did you complain to someone?	<ul style="list-style-type: none"> <li>No</li> <li>Yes</li> <li>I don't know</li> </ul>
If No	Why?	
If yes	How satisfied were you with the answer to your complaint/feedback? [select one]	<ul style="list-style-type: none"> <li>Very satisfied</li> <li>Satisfied</li> <li>Neutral</li> <li>Dissatisfied</li> <li>Very dissatisfied</li> <li>I never received an answer to my complaint / feedback</li> </ul>

<b><i>This is the end of the interview. Do you have any questions for us?</i></b>	
<b><u>Any other comments made by the Respondent:</u></b>	
<b><u>Observations from the field team member:</u></b>	

○

## ○ Annex E: Survey Questionnaire (teacher beneficiaries)

	Background information	
ALL	Teacher name	
ALL	School name <b>Instruction: to be filled by enumerator</b>	
	Education level	
ALL	What activities did you participate in during this project? <b>MULTIPLE ANSWERS</b>  <b>Instruction: To be filled by enumerator together with interviewee</b>	<ul style="list-style-type: none"> <li>Maintenance training</li> <li>Hygiene training</li> <li>TICC training</li> <li>SEL training</li> <li>None of the above</li> <li>Other, please specify</li> </ul>

ALL	Gender of respondent <b>ONE OPTION</b>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>
ALL	Age of Respondent <b>WRITE In numbers</b>	_____

	Design Process	
	I was consulted by IVY about the need of this project to the community and to my students? <b>[select one]</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
If Yes	Where your suggestions and ideas taken into consideration when designing the project activities	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
If No to the previous question	Why? (open question)	•
	The services provided by the project were needed in my community <b>ONE OPTION</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul>
	if No to the previous question ask why? <b>(open question)</b>	

	Relevance	
	<p>To what extent do you Disagree or Agree with the following statements:</p> <ol style="list-style-type: none"> <li>1. The overall project activities were relevant to the needs of students and community</li> <li>2. The hygiene training activities were relevant to the needs of students and community</li> <li>3. The Self-esteem activities were relevant to the needs of my students and community</li> <li>4. The maintenance workshop was relevant to the needs of my students and community</li> <li>5. The project activities helped increase access to safe and healthy educational environments.</li> <li>6. The project activities and delivery model were appropriate to the community culture</li> </ol>	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Disagree</li> <li>• Neutral</li> <li>• Agree</li> <li>• Strongly Agree</li> </ul> <p><b>[repeat above options for each of the six sub-questions]</b></p>

	<p>7. The project activities accommodated the most vulnerable groups in my community and schools</p> <p>8. The trainings that I have received were relevant to my needs as an educator.</p>	
If Strongly Disagree or Disagree for any of the above questions	Why?	
	Did you or your students face any difficulty in accessing project services because of your gender or their gender?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• To some extent</li> <li>• No</li> </ul>
If yes or to some extent	Why?	•
	Did you or your students face any difficulty in accessing project services because of your age or their age?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• To some extent</li> <li>• No</li> </ul>
If yes or to some extent	Why?	•
	Did you or your child(ren) face any difficulty in accessing project services because of their disability?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• To some extent</li> <li>• No</li> </ul>
If yes or to some extent	Why?	•
Based on the type of service received by the school	<p>Please rate your level of satisfaction with the following project components:</p> <ol style="list-style-type: none"> <li>1. The new school building</li> <li>2. How the school is kept maintained</li> <li>3. Knowledge and skills I gained from the hygiene training</li> <li>4. Knowledge and skills I gained from the maintenance training</li> <li>5. Knowledge and skills I gained from the SEL training</li> <li>6. Knowledge and skills I gained from the TICC training</li> <li>7. The quality of the new constructed prefabricated classes/school</li> <li>8. The quality of the trainings I received.</li> </ol>	<ul style="list-style-type: none"> <li>• Very satisfied</li> <li>• Satisfied</li> <li>• Neutral</li> <li>• Dissatisfied</li> <li>• Very dissatisfied</li> <li>• Don't know</li> <li>• N/A</li> </ul>

	9. How the trainings changed the way I treat my students.	
If Strongly Disagree or Disagree for any of the above questions	Why?	•

	<b>Effectiveness</b>	
	<p>After the construction improvements made to my school,</p> <ul style="list-style-type: none"> <li>• There has a bigger space for students to study and play</li> <li>• There has been a safer space to study and play</li> <li>• Classrooms are equipped with the needed materials for study.</li> <li>• The school has a better WASH facility.</li> <li>• Students feel safe to use the WASH facilities.</li> <li>• The school appearance looks better</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Disagree</li> <li>• Neutral</li> <li>• Agree</li> <li>• Strongly Agree</li> </ul> <p>[repeat above options for each of the sub-questions]</p>
If Strongly Disagree or Disagree for any of the above questions	Why?	•
	<p>Because of the different trainings that were delivered to me and my students:</p> <ol style="list-style-type: none"> <li>1) My students' confidence</li> <li>2) My students' hope in a better future</li> <li>3) My students' motivation</li> <li>4) My students' self esteem</li> <li>5) My students' relationship ties to family and community</li> <li>6) My students' hygiene practices</li> <li>7) My students' participation.</li> <li>8) My student's conflict resolution skills</li> <li>9) My students' communication skills</li> </ol>	<ul style="list-style-type: none"> <li>• Extremely decreased</li> <li>• Decreased</li> <li>• No change</li> <li>• increased</li> <li>• Extremely increased</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>

	<p>10) My students' cooperation with others.</p> <p>11)Teacher's skills for conflict resolution</p> <p>12) Teachers' physical punishment to students</p> <p>13) Students' aggressive behaviours</p>	
<p>If "Extremely decreased, Decreased for 1-11 or No change</p> <p>If increased or extremely increased for 12 and 13?</p>	Describe why?	•
	How do you think the school building can be further improved?	• Add options
	What other things or activities could be done to support children and parents in your community?	•
	<p>What aspects of the trainings could be improved in the future, select all that apply</p> <p>[select multiple]</p>	<ul style="list-style-type: none"> <li>• The training topics</li> <li>• Delivery model</li> <li>• Trainers/facilitators</li> <li>• Venue of the training</li> <li>• Timing of the training</li> <li>• Frequency of the training</li> <li>• Other, please specify</li> </ul>
	Which of the trainings you received need the most improvement?	•
	<b>What teaching methods are being used by teachers in the class?</b>	<ol style="list-style-type: none"> <li>1. Interaction between teachers and students through questions and answers</li> <li>2. role-playing</li> <li>3. Student-to-student teaching</li> <li>4. Group work discussions</li> </ol> <ul style="list-style-type: none"> <li>• 5. Other, Pls explain</li> </ul>
	<b>How do you draw out students' motivation?</b>	<ol style="list-style-type: none"> <li>1. By continuously encouraging them during class</li> <li>2. By emphasizing the participation of all the students in class</li> </ol> <ul style="list-style-type: none"> <li>• 3. By doing more homework yourself to encourage students to study</li> </ul>



	<b>How do you respond when you find a student who is distressed or stressed.</b>	<ol style="list-style-type: none"> <li>1. By trying to confirm the students' feelings.</li> <li>2. By actively listening to their concerns.</li> <li>3. By talking to them</li> <li>4. By getting involved in dealing with the situation.</li> <li>5. By encouraging to seek other professional services.</li> <li>6. By teaching how to manage emotions effectively.</li> <li>7. By not acting conspicuously when faced with students in difficulty.</li> <li>• 8. Others, Pls specify</li> </ol>
--	--	--

Efficiency	
Do you think that the rehabilitation/reconstruction activities were delivered on time	Yes No If No, Are you aware of the reasons for this delay?
Do you think that the schools could have been design in a different way that could have served your children better	Yes No What design could have better?
Are the schools missing any major facilities of equipment that could benefit your children more?	Yes No If Yes, what is missing?
Was the model used to transform knowledge and skills to teachers and students the most efficient model?	Yes No If Yes, what is missing?

Impact and sustainability/Community based approach/Localization			
ALL	G1	<p>To what extent do you agree or disagree with the following statements? [select one]</p> <ol style="list-style-type: none"> <li>1. My Students' participation in the project led to important positive changes in his/her life.</li> <li>2. My Students' is more likely cope with problems he might face in the future due to the project activities.</li> <li>3. The project has improved the relationships between the community members.</li> <li>4. The project has led to improved relationships within the school.</li> </ol>	<ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly disagree</li> <li>• Don't know</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>

		<p>5. My Students' practice Hygiene activities he/she learnt at school and home all the time.</p> <p>6. My students' keeps their school maintained all the time</p> <p>7. My students' feels safe and secure in the new school</p> <p>8. I feel respected and appreciated by my students and colleagues.</p> <p>9. I applied the skills I learned from the different trainings with my students.</p> <p>10. The trainings improved my teaching skills</p> <p>11. The trainings improved my knowledge about social emotional learning (SEL)</p> <p>12. I am able to implement the learning from the training in my daily teaching</p>	
	If Strongly Disagree or Disagree for any of the above questions	Why?	•
		If you are walking in your school and you noticed something that needs to be maintained, how would you act? (open question)	•
		How likely will the impact of this project last in schools and communities?	•

	<b>Information sharing, complaints and feedback mechanism</b>	•
ALL	Do you know how you can share complaints and feedback on the services you received? [select one]	• Yes • No
	Have you reported a complaint/provided feedback?	• No • Yes

	[select one]	<ul style="list-style-type: none"> <li>I don't know / decline to answer</li> </ul>
If yes	How satisfied were you with the answer to your complaint/feedback? [select one]	<ul style="list-style-type: none"> <li>Very satisfied</li> <li>Satisfied</li> <li>Neutral</li> <li>Dissatisfied</li> <li>Very dissatisfied</li> <li>I never received an answer to my complaint / feedback</li> </ul>
	How did you hear about the Complaint Response Mechanism? [select all that apply]	<ul style="list-style-type: none"> <li>IP's staff</li> <li>Flyer/ Poster</li> <li>Local Council</li> <li>Other households</li> <li>I do not know about the IP's CRM</li> <li>Other (please specify) _____</li> </ul>
ALL	How would you raise a complaint (using which channel)? [select all that apply]	<ul style="list-style-type: none"> <li>WhatsApp</li> <li>Complaints/feedback box</li> <li>Hotline</li> <li>Viber</li> <li>Face to face (during field visit or with field staff)</li> <li>Complaint desk in IP's offices</li> <li>Do not know</li> <li>Other (specify) _____</li> </ul>
ALL	Would you feel comfortable raising a concern if you faced any problem? [select one]	<ul style="list-style-type: none"> <li>Yes</li> <li>No</li> <li>I don't know</li> </ul>

Visibility		
	Do you know that the project is funded by the Japan Government?	Yes No
If yes	How did you know?	

Coherence and DNH		
	Do you consider any of the project activities not (were) culturally inappropriate?	Yes No
If yes	Which of them and Why?	

<b><i>This is the end of the interview. Do you have any questions for us?</i></b>	
<b>Any other comments made by the Respondent:</b>	

<u>Observations from the field team member:</u>	

○ Annex F: Survey Questionnaire (caregiver beneficiaries)

	Background information	
ALL	Respondent Code	
ALL	School name <b>Instruction: to be filled by enumerator</b>	
ALL	Are you aware what type of assistance your school received? <b>MULTIPLE ANSWERS</b>  <b>Instruction: To be filled by enumerator together with interviewee, based on the beneficiary list we have from IVY.</b>	<ul style="list-style-type: none"> <li>• Building maintenance</li> <li>• Establishment of prefabricated classes</li> <li>• WASH facilities rehabilitation</li> <li>• Maintenance training</li> <li>• Hygiene training</li> <li>• None of the above</li> <li>• Other, please specify</li> </ul>
ALL	Gender of respondent <b>ONE OPTION</b>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>
ALL	Age of Respondent <b>WRITE In numbers</b>	_____
	How many of your children go to school <b>WRITE In numbers</b>	Boys:          Girls:

	<b>Design Process</b>	
	I was consulted by IVY or the school staff about the need of this project to the community and to my children? <b>[select one]</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
	The services provided by the project were needed in my community <b>ONE OPTION</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• I don't know</li> </ul>
	if No the previous question ask why? <b>(open question)</b>	

	Relevance	
	<p>To what extent do you Disagree or Agree with the following statements:</p> <ol style="list-style-type: none"> <li>1. The overall project activities were relevant to the needs of my children and community</li> <li>2. The hygiene training activities were relevant to the needs of my children and community</li> <li>3. The Self-esteem activities were relevant to the needs of my children and community</li> <li>4. The maintenance workshop was relevant to the needs of my children and community</li> <li>5. The project activities helped increase access to safe and healthy educational environments.</li> <li>6. The project activities and delivery model were appropriate to the community culture</li> <li>7. The project activities accommodated the most vulnerable groups in my community</li> </ol>	<ul style="list-style-type: none"> <li>● Strongly Disagree</li> <li>● Disagree</li> <li>● Neutral</li> <li>● Agree</li> <li>● Strongly Agree</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>
If Strongly Disagree or Disagree for any of the above questions	Why?	
	Did you or your child(ren) face any difficulty in accessing project services because of your gender or their gender?	<ul style="list-style-type: none"> <li>● Yes</li> <li>● To some extent</li> <li>● No</li> </ul>
If yes or to some extent	Why?	●
	Did you or your child(ren) face any difficulty in accessing project services because of your age or their age?	<ul style="list-style-type: none"> <li>● Yes</li> <li>● To some extent</li> <li>● No</li> </ul>
If yes or to some extent	Why?	●
	Did you or your child(ren) face any difficulty in accessing project services because of their disability?	<ul style="list-style-type: none"> <li>● Yes</li> <li>● To some extent</li> <li>● No</li> </ul>

If yes or to some extent	Why?	•
Based on the type of service received by the school	Please rate your level of satisfaction with the following project components: <ol style="list-style-type: none"> <li>1. The new school building</li> <li>2. How the school is kept maintained</li> <li>3. knowledge my children gained from the hygiene training</li> <li>4. Knowledge my children gained from the maintenance training</li> <li>5. Self-esteem activities implemented with my children.</li> <li>6. The way teachers and school staff treat my children</li> <li>7. The quality of the new constructed prefabricated classes/school</li> </ol>	<ul style="list-style-type: none"> <li>• Very satisfied</li> <li>• Satisfied</li> <li>• Neutral</li> <li>• Dissatisfied</li> <li>• Very dissatisfied</li> <li>• Don't know</li> <li>• N/A</li> </ul>
If extremely dissatisfied or dissatisfied	Why?	•

	<b>Effectiveness</b>	
	After the construction improvements made to my children's school, <ul style="list-style-type: none"> <li>• They have a bigger space to study and play</li> <li>• They have a safer space to study and play</li> <li>• Classrooms are equipped with the needed materials for study.</li> <li>• The school has a better WASH facility.</li> <li>• My child feels safe to use the WASH facilities.</li> <li>• The school's appearance looks better</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Disagree</li> <li>• Neutral</li> <li>• Agree</li> <li>• Strongly Agree</li> </ul> <p>[repeat above options for each of the sub-questions]</p>
	During the school year, please rate the following: <ol style="list-style-type: none"> <li>1) My child's confidence</li> <li>2) My child hopes for a better future</li> <li>3) My child's motivation</li> <li>4) My child's self-esteem</li> <li>5) My child's relationship ties to family and community</li> <li>6) My child's hygiene practices</li> </ol>	<ul style="list-style-type: none"> <li>• Extremely decreased</li> <li>• Decreased</li> <li>• No change</li> <li>• increased</li> <li>• Extremely increased</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>

	7) Teachers' physical punishment of my children 8) my child's aggressive behaviours	
If "Extremely decreased, Decreased or No change	Describe why?	•
	How do you think the school building can be further improved?	• Add options
	What other things or activities could be done to support children and parents in your community?	•

<b>Efficiency</b>		
Do you think that the rehabilitation/reconstruction activities were delivered on time	Yes No If No, Are you aware of the reasons for this delay?	
Do you think that the schools could have been design in a different way that could have served your children better	Yes No What design could have better?	
Are the schools missing any major facilities of equipment that could benefit your children more?	Yes No If Yes, what is missing?	
	<b>Impact and sustainability/Community based approach/Localization</b>	
ALL	G1	<p>To what extent do you agree or disagree with the following statements? [select one]</p> <ol style="list-style-type: none"> <li>1. My child's participation in the project led to important positive changes in his/her life.</li> <li>2. My child is more likely cope with problems he might face in the future due to the project activities.</li> <li>3. The project has improved the relationships between the community members.</li> </ol> <ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly disagree</li> <li>• Don't know</li> </ul> <p>[repeat above options for each of the six sub-questions]</p>

		<p>4. The project has led to improved relationships within my household.</p> <p>5. My child/dren practice Hygiene activities he/she learned at school and home all the time.</p> <p>6. My child keeps his school maintained all the time</p> <p>7. My child feels safe and secure in the new school</p> <p>8. I feel respected when I visit my child school</p>	
<p>If Strongly Disagree or Disagree for any of the above questions</p>		<p>Why?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
		<p>If you are walking in your school and you noticed something that needs to be maintained, how would you act? (open question)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p><b>Information sharing, complaints and feedback mechanism</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>ALL</p>	<p>Do you know how you can share complaints and feedback on the services you received? [select one]</p>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
	<p>Have you reported a complaint/provided feedback? [select one]</p>	<ul style="list-style-type: none"> <li>• No</li> <li>• Yes</li> <li>• I don't know / decline to answer</li> </ul>
<p>If yes</p>	<p>How satisfied were you with the answer to your complaint/feedback? [select one]</p>	<ul style="list-style-type: none"> <li>• Very satisfied</li> <li>• Satisfied</li> <li>• Neutral</li> <li>• Dissatisfied</li> <li>• Very dissatisfied</li> <li>• I never received an answer to my complaint / feedback</li> </ul>





*If the interviewee says things that you yourself as interviewer does not fully understand, you must ask them to be clearer what they mean. Also, if the interviewee says something critical/negative or particularly novel/interesting, you must follow up and ask them WHY and get any additional details you can. This is very important for the evaluation.*

*Ask the interviewees for their approval to participate and to record before starting the interview, if they refuse to record, take notes only. Explain the following for interviewee:*

- *Answers will be treated confidentially and will be used for evaluation purposes.*
- *Your identity will be kept confidential.*
- *This interview will take approximately 60-90 minutes to complete.*
- 

*Ensure the interviewee that:*

- *The collected information is for evaluation purpose, and will be treated confidentially;*
- *Your participation in this interview is voluntary;*
- *You have the right to withdraw from the interview anytime during the interview;*
- *You have the right to refuse to answer any question;*
- *Would you like to proceed with the interview? (Yes/No)*
- *Do you agree to be recorded? The record will only be used to ensure that we capture all of your insights but will be deleted afterwards. (Yes/no)*

### **Can you please start by introducing yourself and your role in this project?**

Name:

Gender:

Location:

Position, and what is your role in this project?

How long have you been working with IVY (involved in which phase?)

Note: For each phase of the project (please specify which phase)

### **Relevance**

- Was there any formative research/needs assessment carried out before the intervention with project beneficiaries?
- What was the role of your organisation in this? Was the information used up to date? How often do you update it? How?
- How were the activities/project design based on the identified needs and aimed to address them? What evidence or rationale was used to justify the choice of activities and design? How were the schools selected?
- To what extent were beneficiaries, including women, boys and girls able to participate in the project design and implementation?
  - Were beneficiaries/local community member/leaders consulted in this process?
  - How vulnerable groups were included? Please specify.
    - What about women, PwD, IDPs, etc?
    -
- How were students/beneficiaries/schools selected?
- What do you think of the criteria used? do you think it was fair and transparent?

- Who developed the criteria?
- Do you believe the criteria were followed?
  - If not, why?
- Which vulnerable groups were included?
  - Were any vulnerable groups left out during the implementation in your opinion?
    - Which ones
    - Why?
  - What about women, PwD, IDPs, etc?
- To what extent were the needs of the vulnerable groups taken into account when delivering the activities?
  - If not, why?
  - If yes, can you provide any examples?
- And how did you continuously adapt the project's implementation during the project phases?
  - I.e. through reflecting on the feedback, you received from the communities and the needs of the beneficiaries.
  - Can you please provide some examples?
- Was a risk assessment conducted prior to the project implementation to avoid any accruing conflicts between the beneficiaries? Or the beneficiaries and implementing partner?

#### **Coherence**

- To what extent did IVY make sure that no harm was done during the implementation?
  - How did you monitor this?
  - To what extent did they apply humanitarian principles while implementing the activities?
  - How do you know this?
- To what extent is the intervention reaching those with the most urgent needs, regardless of their nationality, gender, age, ethnicity, disabilities, or political opinions?
  - Can you provide some examples of how this was achieved?
- Was there any influence or pressure from any political or armed group during the implementation?
- Were any other groups or organisations providing similar services?
  - If yes, can you tell us about that?
  - How did the groups coordinate?
  - How did you ensure there is no overlap?
- How satisfied are you with the overall coordination and communication between your organisation, other actors, and Why?
- How might coordination and communication be improved?
- What were the best practices in terms of communication and coordination that IVY had and the community?

#### **Efficiency**

- Did you feel at any point of the project that the allocated budget for some of the items did not cover their cost, and how did you handle that?
  - Can you expand on how finances/budget was managed and what the main challenges were? Please specify per phase (2 and 3)
- Overall, how would you assess the resources that you had at your disposal to achieve your objectives?
  - How adequate were they?
  - Which areas were less / better resourced than others?

- Why?
- Were there any activities that were delayed or cancelled?
  - If yes, which ones?
  - Why?

### Effectiveness

- Did **the project** achieve its objectives in terms of Outcomes and Indicators? (per phase)
  - Specifically, how do you know that these were achieved, or not achieved?
  - How did you monitor the progress of this assistance?
- Did you observe any external factors that have affected the activities and the achievement of its outcomes?
  - If yes, can you explain more?
- Were there any particular challenges that you faced in achieving your work?
  - If yes, how did you overcome them?
  - Can you give any specific examples?
- What do you think could be done for future interventions to improve the beneficiary's and communities' satisfaction?
- What were the main factors of success for this project? (if any)

### Impact

- What were the most significant effects on the individuals, households, schools and communities of this intervention? probe per component?
  - If you are aware of multiple types of assistance, please tell us for each activity.
  - These effects could be positive or negative - please provide some examples of each.
- Can you explain if any activities made a greater difference in the lives of the beneficiaries than others?
  - How and why?
- Was there a difference between the impact on HCs, as opposed to IDPs ? what about different gender, age and ethnicity whether one benefited more than the other?
  - Please explain
- What was the project's wider contribution to the Iraq-Syria Humanitarian Crisis Response Plan Goals?
  - Please explain

### Sustainability

- Do you think the project will have any long-term effects?
  - If you are aware of different activities, please tell us some more in each case.
  - If yes/no, why?
- Which project elements are more / less self-sustaining than others? Why?

- To what extent has the project design and delivery been mindful of uneven/invisible power relations, and how has it worked to address these to ensure sustainability?
- Can you describe the exit strategy for this intervention, in relation to the HDP Nexus?
  - Do you feel this will be achieved successfully by the project's end?
    - If yes, how?
    - If not, why?

#### **Accountability to Affected Populations**

- How did you ensure adequate participation of beneficiary stakeholders, particularly women, in the project activities?
  - Probe for clear examples
- What were the feedback and complaint channels? The most-used channels? The most frequent complaints and feedback? How were they resolved?

#### **Technical Capacity and Expertise Review**

- How do you assess your technical capacity and expertise currently?
  - In what areas?

#### **Visibility**

- How did you ensure JPF's visibility throughout the project?
  - How were stakeholders, beneficiaries aware of JPF's support?

#### **Lessons learned**

- What are the key lessons learned and best practices from the project?
  - What worked well and what did not, please provide clear examples
  - How similar projects can be improved in the future.
- Finally, how would you improve future iterations of the project? Particularly in terms of:
  - Programmatic
  - Partnership modality

Thank you for your time.

End of Interview

### ○ [Annex F: IDI discussion guide \(Teacher Beneficiaries\)](#)

*Firstly, establish what the interviewee's role is. Not all guiding questions will be relevant for all respondents. If in doubt, the interviewer can ask the question and move on quickly if it seems they are not familiar with the topic or do not have many substantive inputs (you can encourage them to simply state if the question is not relevant to them).*

*If the interviewee says things that you yourself as interviewer does not fully understand, you must ask them to be more clear what they mean. Also, if the interviewee says something critical/negative*

*or particularly novel/interesting, you must follow up and ask them WHY and get any additional details you can. This is very important for the evaluation.*

*Ask the interviewees for their approval to participate and to record before starting the interview, if they refuse to record, take notes only. Explain the following for interviewee:*

- *Answers will be treated confidentially and will be used for evaluation purposes.*
- *Your identity will be kept confidential.*
- *This interview will take approximately 45 minutes to complete.*

*Ensure the interviewee that:*

- *The collected information is for evaluation purpose, and will be treated confidentially;*
- *Your participation in this interview is voluntary;*
- *You have the right to withdraw from the interview anytime during the interview;*
- *You have the right to refuse to answer any question;*
- *Would you like to proceed with the interview? (Yes/No)*
- Do you agree to be recorded? The record will only be used to ensure that we capture all of your insights but will be deleted afterwards. (Yes/no)*

### **Can you please start by introducing yourself and your role in this project?**

Name:

Gender:

Location:

Position:

Role/ engagement in this project?

### **Relevance**

- Were you consulted during the design/delivery phase? How your feedback influenced the project?
- Were you aware of the selection criteria for the schools?
- What was your role in this process?
- Do you think the right schools received the rehabilitation? Probe, if necessary:
- Do you think the trainings you received were suitable to your needs as a teacher to improve your knowledge and skills? Please explain
- Are you aware if the project activities accommodated the needs of certain vulnerable groups?
  - Were they reached?
  - Who are the groups of people that are falling between the cracks? Do you think their access is still hindered?
- Do you know if there were vulnerable people who benefitted less from the project activities?
  - Why?
- Did you have a say in what type of training/courses were offered? Explain
- Do you think the project activities were relevant to the local needs and context? How?
- Do you think the training activities improved the students' wellbeing? Please provide examples
- Do you feel your capacities have been built to better address students educational and emotional needs in the future? Please provide examples
- Do you feel that the project was flexible to changing circumstances?
  - Can you describe such a circumstance and how the project adapted to it?

### **Coherence**

- Do you think that during the implementation IVY made sure that no harm was done because of it?
- Were any other groups or organisations providing similar services?
  - Was there any overlap?
  - Do you think IVY coordinated well enough to avoid overlap?

### **Efficiency**

- Do you think that the rehabilitation/reconstruction activities were delivered on time? Please explain
- Do you think that the schools could have been design in a different way that could have served your students better? If yes, please explain  
Are the schools missing any major facilities or equipment that could benefit your students more?  
Was the model used to transform knowledge and skills to teachers and students the most efficient model? Why?

### **Effectiveness**

- Do you think the training topics met your needs as a teacher?
- How did the skills that you learned from the trainings helped in changing students' relationships and interactions with each other's in the classrooms?
- How did the trainings helped the students to become more resilient?
- How did the trainings helped in improving the self-esteem of students?
- How did the trainings raise the sense of students' responsibilities towards their schools maintenance?
- How did the school construction contribute in a safer environment for students?
- What more do you think could be done for future interventions to improve the beneficiary's and communities' satisfaction?

### **Impact & sustainability**

- Do you think that the project will have any long-term effects?
  - If yes/no, why?
- Were there any unintended consequences of the project, whether positive or negative ones?
- Did any tensions arise between community members or between family members as a result of the project?
- Do you think there are any enduring legacies of the project?
  - Will any of the changes to students behaviours continue after the project ends?
    - Which ones?
  - Which changes do you suspect will definitely not be long-lasting?
    - Why?
- Did some activities make a greater difference in the lives of the beneficiaries than others?
  - Which ones?
  - How? Why?

### **Lessons learned**

- What are the key lessons learned and best practices from the project?
  - What worked well and what did not,
  - How similar projects can be improved in the future.

Thank you for your time

End of Interview

o Annex G: IDI discussion guide (Caregiver Beneficiaries)

*Firstly, establish what the interviewee's role is. Not all guiding questions will be relevant for all respondents. If in doubt, the interviewer can ask the question and move on quickly if it seems they are not familiar with the topic or do not have many substantive inputs (you can encourage them to simply state if the question is not relevant to them).*

*If the interviewee says things that you yourself as interviewer does not fully understand, you must ask them to be more clear what they mean. Also, if the interviewee says something critical/negative or particularly novel/interesting, you must follow up and ask them WHY and get any additional details you can. This is very important for the evaluation.*

*Ask the interviewees for their approval to participate and to record before starting the interview, if they refuse to record, take notes only. Explain the following for interviewee:*

- *Answers will be treated confidentially and will be used for evaluation purposes.*
- *Your identity will be kept confidential.*
- *This interview will take approximately 45 minutes to complete.*

*Ensure the interviewee that:*

- *The collected information is for evaluation purpose, and will be treated confidentially;*
- *Your participation in this interview is voluntary;*
- *You have the right to withdraw from the interview anytime during the interview;*
- *You have the right to refuse to answer any question;*
- *Would you like to proceed with the interview? (Yes/No)*

*--Do you agree to be recorded? The record will only be used to ensure that we capture all of your insights but will be deleted afterwards. (Yes/no)*

**Can you please start by introducing yourself and your role in this project?**

Name:

Gender:

Location:

Position:

Role/ engagement in this project?

**Relevance**

- Were you consulted during the design/delivery phase? How your feedback influenced the project? What was your role in this process?
- Do you think the right schools received the rehabilitation? Probe, if necessary:



- Do you think the trainings your children received were suitable to their needs to improve their resilience? Please explain
- Do you think the trainings your children received were suitable to their needs to improve their sense of belonging and responsibility towards their schools? Please explain
- Do you think the school rehabilitation received were suitable to improve the sense of safety among students? Please explain
- Do you think the school rehabilitation received contributed the use of students to the WASH activities without fear? Please explain
- Are you aware if the project activities accommodated the needs of certain vulnerable groups?
  - Were they reached?
  - Who are the groups of people that are falling between the cracks? Do you think their access is still hindered?
- Do you know if there were vulnerable people who benefitted less from the project activities?
  - Why?
- Do you think the project activities were relevant to the local needs and context? How?
- Do you think the training activities improved the students' wellbeing? Please provide examples

#### **Coherence**

- Were any other groups or organisations providing similar services provided by this project?
  - Was there any overlap?

#### **Efficiency**

- Do you think that the schools could have been design in a different way that could have served your children better? If yes, please explain  
Are the schools missing any major facilities or equipment that could benefit your children more?

#### **Effectiveness**

- How did the trainings helped the children to become more resilient?
- How did the trainings helped in improving the self-esteem of your children?
- How did the trainings raise the sense of your children's responsibilities towards their schools maintenance?
- How did the school construction contribute in a safer environment for your children?
- What more do you think could be done for future interventions to improve your satisfaction?

#### **Impact & sustainability**

- Do you think that the project will have any long-term effects?
  - If yes/no, why?
- Were there any unintended consequences of the project, whether positive or negative ones?
- Did any tensions arise between community members or between family members as a result of the project?
- Do you think there are any enduring legacies of the project?
  - Will any of the changes to your children behaviours continue after the project ends?
    - Which ones?
  - Which changes do you suspect will definitely not be long-lasting?
    - Why?
- Did some activities make a greater difference in the lives of the beneficiaries than others?
  - Which ones?
  - How? Why?

## Lessons learned

- What are the key lessons learned and best practices from the project?
  - What worked well and what did not,
  - How similar projects can be improved in the future.

Thank you for your time

End of Interview

○

○ [Annex H: IDI discussion guide \(Student Beneficiaries\)](#)

*Firstly, establish what the interviewee's role is. Not all guiding questions will be relevant for all respondents. If in doubt, the interviewer can ask the question and move on quickly if it seems they are not familiar with the topic or do not have many substantive inputs (you can encourage them to simply state if the question is not relevant to them).*

*If the interviewee says things that you yourself as interviewer does not fully understand, you must ask them to be more clear what they mean. Also, if the interviewee says something critical/negative or particularly novel/interesting, you must follow up and ask them WHY and get any additional details you can. This is very important for the evaluation.*

*Ask the interviewees for their approval to participate and to record before starting the interview, if they refuse to record, take notes only. Explain the following for interviewee:*

- *Answers will be treated confidentially and will be used for evaluation purposes.*
- *Your identity will be kept confidential.*
- *This interview will take approximately 45 minutes to complete.*

*Ensure the interviewee that:*

- *The collected information is for evaluation purpose, and will be treated confidentially;*
- *Your participation in this interview is voluntary;*
- *You have the right to withdraw from the interview anytime during the interview;*
- *You have the right to refuse to answer any question;*
- *Would you like to proceed with the interview? (Yes/No)*

*--Do you agree to be recorded? The record will only be used to ensure that we capture all of your insights but will be deleted afterwards. (Yes/no)*

**Introduction:** Hello, my name is \_\_\_\_ and I am working with Nexus, Nexus is a research and consulting organization. We are interviewing households that have received assistance from IIVY. This interview will help us better understand households' satisfaction over the assistance received to improve future projects. If you agree to participate, you can choose to stop the interview at any time or not answer any questions. However, we hope that you will participate as your opinion is important to us. Please note that your responses will be presented only as one of a sum of all responses and we will not collect any personal details. None of your responses will affect your eligibility to receive further assistance. This interview will take approximately 45 minutes to complete.

Do you have any questions?  Yes  No

Did you understand why we are collecting this information and how we plan to use it?  Yes  
 No

Do you agree to participate?  Yes  No

- School name:
- Gender of respondent ONE OPTION      ● Male ● Female
- Age of Respondent WRITE In numbers \_\_\_\_\_
- Do you have any disability?                      ● Yes      ● No
- If yes, can you describe what disability you have?
- What improvements or activities have been offered to your school to improve the buildings and your educational environment?

#### Relevance

1. Did anyone from outside the school meet with you and ask you what services are needed in your school? If so, please explain.
2. To what extent do you think you needed the training you received through your teachers? Please explain why.
3. Are you aware why your school was selected to participate in the project?
4. Do you think the project targets the most vulnerable people? Why?
5. Which of the following activities you think were highly needed in your community and school (select all that apply)
  - Building a new school
  - hygiene training
  - The Self-esteem activities
  - The maintenance workshop

#### Effectiveness:

0. To what extent did the rehabilitation/ construction of your school improve your sense of safety and educational well-being?
0. How do you describe the methods used by your teachers to deliver the information to you?
0. How do you assess the school accessibility and safety for the most vulnerable students, such as your friends with disabilities?
0. How difficult or easy was the access to the different activities of the project?
  - How satisfied are you with the following and why? (Rate each service from 1 to 5, where 1 is very dissatisfied and 5 is very satisfied, and provide a comment for each rating)
0. :
  - . The new school building 1 2 3 4 5
  - a. How the school is kept maintained 1 2 3 4 5
  - b. knowledge gained from the hygiene training 1 2 3 4 5
  - c. Knowledge gained from the maintenance training 1 2 3 4 5
  - d. Self-esteem activities implemented with the teacher. 1 2 3 4 5
  - e. The way teachers and school staff treat you 1 2 3 4 5
  - f. The quality of the newly constructed prefabricated classes/school 1 2 3 4 5
0. What could have been done differently with the project activities to make you more satisfied?
0. What other activities you wish to see implemented at your school or community?

**Impact and Sustainability**

- 0. What positive impacts did the project have on you?
- 0. What negative impacts did the project have on you?
- 0. What impacts did the project have on the community?
- 0. How do you protect yourself from harm?
- 0. To what extent did the project contribute to the improvement of your resilience?  
(Rate from 1 to 5, where 1 is not at all and 5 is a lot)
- 0. Can you provide some examples of how the project improved your resilience?
  - . Reduced stress
  - a. Increased confidence
  - b. Improved mood
  - c. Enhanced coping skills
  - d. Other: \_\_\_\_\_
- 0. To what extent did the project contribute to the improvement of your educational wellbeing? (Rate from 1 to 5, where 1 is not at all and 5 is a lot)
- 0. Did you face any barrier to accessing project services? If yes, which one(s)?

**Information sharing, complaints and feedback mechanism**

- 0. If you are subjected to any harm from your teacher or friends, how do you react?
- 0. How do you file a complaint about a problem that occurred in school?
- 0. Can you mention any complaint channels used to raise complaints?