Iqraa Group

I Also Can Read

RENTEGRATION PROGRAM for Syrian displaced and Lebanese children in Beqaa, Hermel and Tripoli

15 May 2012 -10 Oct. 2012

Final Evaluation Report (August 2012)

External Consultant:

Nizar Ghanem

Table of Contents

A. Final Narrative Report - Executive Summary

1. Outstanding results:

UNICEF and in partnership with Iqraa Group, implemented a one month educational camp targeting 5 schools across Lebanon and in three respective areas Hermel, Bekaa and Tripoli. The program targeted 360 Syrian and Lebanese students between the age of 6 and 12. In addition the program trained 29 teachers and reached out to about 200 parents. The camp was intended to train 29 teachers on tools of active learning methods based on Colombia literacy program[1]. The program brought children to a "setting where every child is respected, without prior judgment of their capabilities" and where "children set their own goals for the camp and work collectively to set the rules and agreements they need to follow as they support each other to reach their goals". The program was intended to use this methodology to benefit both the Lebanese and Syrian (displaced) students facing problems in Lebanese schools, thus smoothing their transition and integration in the Lebanese public school system (year 2012-2013).

A final project evaluation was conducted by an external consultant Nizar Ghanem in July-August 2012. It has found that the project had a significant positive impact in building the capacity of Syrian and Lebanese students and lifting their capacity to read and write (in Arabic, English and French). It also resulted in increasing the awareness, commitment and capacity of the trained teachers, parents and school administrators respectively.

5 camps in 5 different schools were completed and 311 students were given the opportunity to improve their language skills. The quantitative and qualitative data which are discussed in detail in this report indicate a constructive and positive impact on teachers, parents and students.

The final evaluation found that:

• Iqraa's 'I also can read' project significantly increased the language skills of 311 students.

• The project improved the teaching methods and skills of 29 teachers from 5 schools in implementing a balanced literacy approach.

• The project changed attitudes of children, parents and school administrators towards learning and reading, while engaging them constructively and critically in the educational process.

• The project was successful in creating a safe learning space for Syrian and Lebanese students and in eliminating corporal punishment by providing substitutes to the practice.

---

[1] http://www.tc.edu/c%26t/Literacy/

A pre and post assessment of participating students showed that more than 44% of students were able to transition from one level to another during a record 4 weeks time. The majority of students were able to read by the end of the program.

2- Lessons Learned and Recommendations:

The purpose of the final evaluation conducted by the external consultant Nizar Ghanem was not only to measure results but to also provide "lessons learned" and recommendations for implementing projects of a similar nature.

The project need and rationale was well articulated in the project proposal. However, the actual formulation of the project general and specific goals could be more specific. The project logical framework requires revision and re-adaptation. While the project objectives were clear to the management, it was not articulated in the project proposal. This has resulted in several limitations during the assessment and evaluation phases.

The project overall goal was framed as one focused on integrating the Syrian students in the main stream educational system. However, this is not well captured in the project framework and the relationship between the project's phenomenal methodology and the Syrian students. The project seemed to develop the capacities of all students, but no specific component targeted Syrian students. No discussion was conducted formally (methodologically) inside the camp to deal with specific issues regarding cultural tolerance or stories focusing on displacement and discrimination. The Syrian students' component could be further highlighted.

The training activities were not sufficient to bring the teachers to the level that would allow them to perform and fully implement the project methodology. Further training should be scheduled for upcoming camps, where teachers are given sufficient time and practice to digest the information before going to classrooms. It is also advisable that a day focused on using the various educational tools be inserted. The program staff responded to these shortcomings by instituting mid-teaching point training. This component is highly recommended to continue. Since several obstacles faced the school administrators in conducting initial student assessments, a special training on conducting assessments should be provided to teachers and staff members in the future.

It is advisable to conduct a review of the organizational structure for the upcoming camps. Camp coordinators could be trained on project methodology to facilitate the monitoring and evaluation and to help and assist the participating teachers. This would lift a heavy burden off the shoulders of Iqraa's staff and would delegate more responsibilities to the school administrators. In the future, the social worker position could be merged with the camp coordinator and more class assistants could be employed in order to assist teachers in preparation, class management and assessment.

Children's capacity building evaluation was surprising. A well thought of evaluation and monitoring framework was devised. The tools that were used collected detailed data about children improvement and needs. Iqraa has developed a bountiful database regarding the acquirement and needs of the targeted students. However, the evaluation process lagged behind when assessing the skills gained by teachers and the day to day management of the camp. For example, the final evaluation session was a 2 hour closing ceremony that failed to draw sufficient conclusions from participating teachers. It is recommended that the final evaluation be expanded into a two day process where teachers could express fully their opinions and evaluate together the carious components of the project.

The selection process of teachers should be also reviewed. Some teachers had problems in content teaching. While the project was successful in supplying teachers with a methodological framework of balanced literacy and interactive learning methods to conduct class sessions, some teachers did not possess full command of the language they were supposed to be teaching. It is recommended that a content based assessment be conducted for the upcoming projects in order to improve the educational impact on children.

The outstanding results in this program proves that this project is successful and should be repeated and expanded. However, to do that, it is recommended that Iqraa conducts a review of its organizational capacity. Iqraa should make sure that there is high staff retention rate and that the management structure is conducive to managing several camps at the same time. To do that, Iqraa requires hiring full time staff members, train the existing staff members on Iqraa's methodology and conduct internal capacity building on writing proposals, monitoring and evaluation.

B. Project Evaluation - Scope and Methodology

Iqra'a retained the services of an external evaluation consultant to perform an external and final evaluation of the project "I also can read". The evaluation was designed to monitor the implementation process and to verify certain results that were not captured by Iqra'a's internal evaluation system. The evaluation relied on quantitative and qualitative data collected from the field through the use of focus groups and field visits. It also included participatory exercises with Iqraa's staff members and social workers.

A total of 6 focus groups were conducted with parents, teachers and students. The focus groups were intended to test the change of attitudes occurring during the implementation and examine the effectiveness of Iqraa's methodology in lifting the capacity of Lebanese and Syrian students in language learning. The focus group discussion guides were based on INEE evaluation indicators utilized by the UN as baseline to evaluate school education[2]. Hence, the evaluation examined 1- teaching methods and inclusive instruction, 2- classroom management,

---

[2] http://www.ineesite.org/

3-change of attitudes and acquirement of new skills, and 4- effectiveness of teaching material. The profile of focus groups were as follows:

FG	Description of profile	Location	Date
1	Parents of Syrian students	Marj	13 July, 2012
2	Parents of Lebanese students	Saadneyel	13 July, 2012
`	Syrian students	Marj	13 July, 2012
4	Lebanese students	Saadneyel	13 July, 2012
5	Teachers – post training	Shtoura	20 July, 2012
6	Teachers- pre training	Saadneyel	6 May, 2012

The final evaluation conducted with Iqra'a intended to: i) Review the Program's main progress, success and shortcomings in terms of development, management, and achieving results; ii) identify lessons learnt as well as potential next steps for Iqra'a and UNICEF in terms of support to remedial classes and children protection of Syrian refugee children in Lebanon. The evaluation process crossed all Program's objectives, i.e: 1) Training of teachers on active learning teaching methods; 2) implementation of the education camp.

While the external evaluation was seen as an important component of overall project evaluation, there were processes put in place from the beginning of the project to serve as management and monitoring tools. These tools were useful in consolidating the final evaluation and were utilized by the external evaluator as part of the final evaluation narrative. The evaluation process was as such:

      i.   Ongoing project monitoring and evaluation through.
-   Visits to sites.
-   Comprehensive monitoring of overall school development.
-   Classroom monitoring.

      ii.   Ongoing student assessments during the education camp.
            Pre-assessments: 3 ongoing and one final.

      iii.   Final teacher evaluation forms.

      iv.   Final project evaluation.

C. Background, Purposes, and Summary Project Description

« I also can read » program came in response to the challenges facing Syrian refugee students in integrating in the Lebanese schools. Since Syrian schools use Arabic as the sole language of instruction, the majority of Syrian students face complex problems to integrate in Lebanese schools where English or French language is used to teach mathematics and sciences. What is more, many underprivileged Lebanese children face similar problems in Lebanese public schools. The program's main philosophy is that the gateway to include Syrian children comes through changing the teaching methods from curriculum based into learner-based. The

program's main focus is on schools, teachers and students (Lebanese and Syrians) to resolve problems of inclusion and access.

1. Project objectives:

The overall objective of the project is that "Syrian and Lebanese children are able to cope with Lebanese curricula and are enrolled in public schools for the scholastic year 2012-2013."

<u>What are the specific objectives of the program?</u>

There were no specific objectives mentioned in the initial project proposal draft, however, Iqraa's staff pointed out to the following set of specific objectives:

- Build the capacity of children in acquiring personal strategies of learning (children learn to develop what Iqra'a calls the "independent reader and writer")
- Increase retention rates of students who were about to drop out of schools.
- Increase parent involvement in their children's education.
- Change the attitude of the school staff and administration to learning and education by acquiring Iqra'a teaching values (awareness of children rights, respect of learner's needs, lack of corporal punishment and etc.)
- Activate school libraries after the end of the program- create schools that read.
- Build the capacity of teachers on learner-based teaching methodologies.

Project managers clarified these objectives during the evaluation process. Future projects could however make this list explicit as it will enhance the process of implementation, management and evaluation.

2. Anticipated outputs:

According to the project draft, the following anticipated outputs were mentioned.

- **Output 1: School teachers and staff implement *active learning program* for Syrian and Lebanese children at risk of dropping out**
- **Output 2: Syrian and Lebanese children at risk of dropping out have improved capacity in learning and writing**

The aforementioned outputs are very general. It is recommendable that future projects would be more precise in pointing the intended outputs, something that would help the implementer achieve the intended results. For example, the initial proposal narrative mentions the implementation of 10 camps in 10 different schools as an objective. The narrative was not amended accordingly.

3. Project management:

Iqra'a took overall responsibility for project coordination, implementation, monitoring, evaluation and reporting. Iqra'a relied on a number of staff members and volunteers to implement, train and monitor teachers in 5 camps across Lebanon.

The following staff positions were initially created to implement the project:

Project Coordinator:The project coordinator was tasked with the overall coordination of the project in adherence to the budget lines and the project proposal. The project coordinator conducted regular field visits, continuous evaluation, coordinating between schools, implementing team and Iqraa. In addition the coordinator was tasked with contacting media personnel and presenting a final evaluation report.

Assistant Project Coordinator: The assistant was tasked with providing logisitical support, purchasing the needed material to schools and helping in the general implementation of the program.

Expert Monitor: to visit classrooms once a week to monitor application of methodology and fill out an assessment of the teachers' application of the methodology in order to provide further coaching if needed.

Data collector:to gather assessments, document, and chart progress. To discuss results with the program monitor and decide where additional training of teachers may be needed.

External Evaluator:The project evaluation will be conducted by an external evaluator who is an expert and is not associated with Iqra' Association.

School Coordinator (5): The school coordinator will be in charge of facilitating the work of the 6 teachers in the school, helping out with behavioral issues, hearing children read, reporting to the project coordinator any issues that could not be resolved.

Social Workers (4): The social worker was tasked with conducting home visits when children are absent for more than 3 consecutive days and when phone call attempts to check on the child have failed. The social worker was to stay in touch with the family and make sure to help them secure all needed documents for school registration (if possible) and/or secure the right school within the proximity of the child for registration. In case a family moves away, the social worker was to make sure that this child is admitted to a school in his new neighbourhood unless the child returns to his/her country.

4. Project activities and methodology

The core methodology of the project was to choose a set of public schools witnessing high rates of dropouts and repetition (20% in the 4th grade), while retaining a considerable amount of Syrian students. The project intended to lift the capacity of language teachers in implementing a balanced literacy approach to learning. The workshop used the model of Columbia University's Readers' and Writers' workshop. Balanced literacy is an approach through which the teacher makes thoughtful, focused and deliberate choices every day about the best way to help each child become a better reader and writer. Away from the pressure of completing unrealistic and difficult to achieve language curriculum, the summer camp intended to introduce both teachers and students to new differentiated learning environments.

The major activities in the project were:

1. Assessment: During this phase, the educational and reading levels of children were assessed. This process was implemented by the school staff themselves with the guidance of Iqraa.
2. Training sessions:
   - A one day training for principals, school coordinators and social workers (9am to 1pm).
   - A three day training for teachers (school coordinators attend) (9am to 2pm). Each training should not include more than 30 attendees..
   - An orientation for parents (1hr), 5 update/awareness meetings for parents (1hr)
3. Implementation of the camp

5. Stakeholders and beneficiaries

The initial targeted beneficiaries were as follows:

Direct	Indirect
360 Syrian and Lebanese children ages 6 to 12 in Beqaa	Syrian Families and community in both areas
29 language teachers in Tripoli and Beqaa	Schools in Tripoli and Beqaa
200 parents in Tripoli and Beqaa	
6 School directors of 6 public schools in Tripoli and Beqaa	
4 social workers	

D. Analytical Review of the Project Management:

Theme 1: The project was understaffed and/or challenges in allocating responsibilities existed. The project management was faced with various challenges during the implementation phase. Challenges in monitoring and following up with teachers in the field became evident. Due to the fact that the camp coordinators were not properly trained on Iqraa's methodology, and due to the limited amount of staff members tasked with the responsibility of monitoring and following up, volunteers from Iqraa's management had to spend extra time to consolidate the program and ensure the quality of the project.

In fact, as the organizing team acknowledged, the social workers position could be replaced by the school coordinator, while the social worker position could be converted into a class assistant. Many school teachers found it very stressful to do the preparation, implementation and then assessment with no external help. At the same time the school coordinators could have played a bigger management and monitoring role.

Theme 2: Given the constraints of time and the level of work, Iqraa conducted a proficient logistical organization, however, weaknesses in maintaining the steady flow of the camp existed. The majority of teachers and school staff member commended the dedication of Iqraa's staff members. It is not hard to see the enthusiasm that Iqraa program spurs in the institutions it targets. None the less, logistical and organizational weaknesses existed. Delays in conducting assessments and assigning staff members to various camps were present. According to one teacher "The social worker did not arrive until the third week".[3] Also, many teachers were surprised by Iqraa's requests for additional assessment and evaluation tools at the end of the camp, of which they were not informed beforehand. Such logistical shortcomings could be resolved easily in coming camps through tightening the logistical and organizational support.

      Subtheme 1: Some camps were not (or rarely) visited by the monitoring body due to lack of personnel shedding light on future constraints. The camp in Beirut was seldom visited by Iqraa's staff. Due to the overwhelming organizational needs, specifically the need to follow up with the newly trained teachers, Iqraa overlooked the schools where teachers had already been trained and had a prior experience. This is understandable from a management perspective as the management staff concentrated their efforts on camps they considered a priority. This however sheds light on the need to review the monitoring process towards expanding the role of trainers and staff members to include training and follow up during implementation phase.

      Subtheme 2: Teachers did not always understand what is required of them. Confusion at the last days of the camp. Teachers who were interviewed expressed their distress due to lack of understanding of what was expected or required of them, particularly when it came to logistical, evaluation and assessment forms. By the end of the program Iqraa's staff had demanded considerable amount of paper work. Since the teachers were not informed of these

---

[3] Focus group teachers- final

requirements at the beginning of the program, confusion and high stress levels were present in the last day of the camp. This could be solved easily in future camps, by designing a logistical calendar that can inform the stakeholders in a timely way the various steps of the program.

Subtheme 3: Problems with disparities and inconsistencies among students and their assigned levels shows that schools required training on conducting student assessments.
According to one teacher "Those who filled the assessment sheets should have been trained. The assessments were a problem. We had to reassess some students because they were put in the wrong levels."[4]The validity of this criticism has been confirmed by Iqraa's staff. A process of training and monitoring schools administration's initial student assessment should be consolidated by Iqraa for future projects.

Theme 3: The training delivered to teachers was not sufficient. Teachers required extra training in order to implement the program successfully. Teachers mentioned the insufficient training time as a concrete obstacle facing them during the implementation period. Iqraa's staff responded by instituting mid-teaching point training. This training nonetheless, did not cover all schools. According to the staff members, the mid-teaching point was instituted due to the apparent need of re-explaining to the purpose and methodology behind the program. Teacher who had already participated in previous Iqraa camps were not given this opportunity. According to one teacher, "The training should have been longer than 5 days. There should be one more day where the teachers implement the same issues which they are implementing during the training"[5]. Since the camp is intended to lift the 1- capacity building of teachers, and 2- capacity of students, the training could have expanded the support structure given to teachers by including more training time. What's more, training on how to use the various materials and tools was mentioned by teachers as one of the subjects they would prefer to be trained upon. According to one teacher "It was not clear for many teachers, until the last week of training, the purpose and utility of certain tools."[6]Other teachers expressed similar opinions, such as a teacher from Hermel, "Not all the teachers were on the same level during the camp. I think things were being fixed until the end. Some teachers didn't understand the aim of some exercises and tools until the end. I think it was a very a quick training and we needed more follow up"[7]

Theme 4: The tools used by Iqraa were significantly useful, however, the program could use further development of its tools (especially story books). Story books were considered essential and of immense educational value by students and teachers alike. Teachers and students appreciated the story books as the primary medium of teaching and learning. However, both teachers and students mentioned the need to update the story books. According to one teacher "there were many expressions such as "squirrel" which we do not use because the animal is not very common here. I think the story books should be more culturally

---

[4] Focus group-teachers-final

[5] Focus group-teachers final

[6] Focus group- teachers final

[77] Focus group-teachers final.

adapted in the future"[8]. Also, teachers thought that Arabic programs had better story books "they have great stories in Arabic, but not as we would prefer in English and French."[9] "there were lots of non-colored story books and the kids love the colored ones."[10] "If I would chantge anything in the program for next time, then it would be the story books. There is a shortage of longer stories and tales that has complex character development. These stories are a little rare."[11] Students also mentioned this fact as this girl in Marj "I love the books here, but I am used to read longer stories, I would like to have longer stories in Iqraa"[12]. The story books were nonetheless a qualitatively different approach to literacy programs and teachers appreciated that fact, as in the words of this teacher "The story was an essential element in our program. In our schools we do not have such a thing. Every student always had a story book and the students always felt they could read. The quality of the stories is also good, and I can use it back in the public school as rap up to our lessons."

Theme 5: Exogenous challenges, weakness in delivering content. Several teachers had problems in teaching the content itself. Couple of English and French teachers were misspelling words or lacked proper knowledge in the pedagogy of teaching languages. This due to the fact that the majority of teachers were not trained professionally on second language acquirement and this influenced their ability to transmit knowledge to students. This extra challenge might reveal the need for updating the teacher assessment at the beginning of Iqraa camps and to consolidate the training sessions. Refusing teachers who do not fully command their language of instruction might be a possibility. Other **cultural challenges** were present as in the case of parents rejecting the use of music as a 'non-Islamic' practice. Such events that arose –although rare- were dealt with diplomatically by Iqraa. It would be good to highlight those risks and devise appropriate mitigation strategies for future events.

Theme 6: Staff retention in Iqraa: in order for this program to expand Iqraa needs to work on retaining and training its staff members. Iqraa's qualitative advantage lies in the quality of the educational product it supplies, however, it is short on qualified trained staff who can multiply the program to be able to expand it to various schools across the country. By the end of the program two main staff members had left the organization to pursue various other opportunities. This poses further risks to Iqraa's program continuity and development. If this program is to expand across Lebanon, institutional memory has to be developed and retained.

E. Analytical Review of the Project Main Results:
Following the focus groups conducted with parents, students and teachers, the following results were confirmed. In this section, the findings will be presented according to themes, under each theme there are subthemes.

---

[8] Focus group- teachers final
[9] Ibid.
[10] Ibid
[11] Ibid
[12] Focus Group-Syrian students- Marj.

1. *Qualitative assessment:*

Theme 1: Teaching methods managed to transform the learning experience for the majority of students and teachers. Iqraa managed to create a safe learning space and to mainstream child protection issues, child rights and reform the educational approach. The approach was highly appreciated by parents, students and teachers. Iqraa's program brings a new pedagogy of learning, and teaching to the table. This new approach in learning was received enthusiastically by all beneficiaries. The methodology was thought to be highly effective in **transforming** the learning experience towards more interactive and experiential outlook. The learning experience was based on 'free will' and on assisting students rather than 'forcing' them into a competitive learning environment. By reversing the learning environment's authority structure from a teacher based into learner centered, the students became more cooperative, thus infusing a change of attitude among the participating students.

Subtheme 1: students cited Lack of corporal punishment as one of the attributes of the program. In focus groups students stressed and reiterated their appreciation of the summer program because it did not include any corporal punishment and referred to the violence free environment as one of the major appeals of the program. According to one student "here, they do not beat us, they tell us what is right and what is wrong".[13] The corporal punishment was strictly forbidden during the implementation period. Teachers were assisted by the social worker and the Iqraa team to deal with 'difficult' students. The creative part of the program lied in creating alternative ways to deal with issues of commitment, order and discipline, rather than just forbidding corporal punishment. According to teachers interviewed during this evaluation, the majority saw that the class contract[14] and other educational methods proved very useful in managing classes. The use of corporal punishment was effectively limited through creating substitutes for teachers and administration and following up on it. According to one student " There they used to put us on the wall and hit us, here when everyone talks together, the teacher does not hit us, she just claps her hands or falls silent"[15]

Subtheme 2: Students demanded the teaching program be implemented in their upcoming school year. When asked to give three things they would like to change in their old schools, all the students expressed their desire to implement Iqraa's methodology in their regular schools. According to one student "I wish that all my old teachers be fired and that the school would replace them with the camp's teachers."[16] When probed about the reasons,

---

[13] focus group ??

[14] The school contract is designed at the beginning of the camp where the teacher and the students design set rules for the class. This contract makes it explicit what is expected of the students and the teacher in side the class room and helps in mitigating miscommunication and misunderstanding.

[15] Focus group-children Saadneyel.

[16] Focus group- children Saadneyel

students responded that old school teachers were 'boring', or 'they hit us over there' and ' here we learn and play at the same time'[17]

Subtheme 3: Students appreciated the assessment tools used in Iqraa's program, citing the lack of pressure and stress. The assessment procedure used in Iqraa's program focuses on learner's needs, by helping the learner map the various weaknesses and problems in his/her learning method and work with the learner and his/her parents on assisting him/her. The students felt that this method was particularly helpful. According to one student "I like that there are no tests, I do not feel the stress and the pressure like regular school"[18]. The majority of students reiterated similar concepts.

Subtheme 4: Students were confident, secure and relaxed in the learning space. Iqraa's program contributed significantly to any policy trying to create safe spaces for Lebanese and Syrian students. The qualitative difference of Iqraa's program lies in its ability to mainstream 'safe spaces' and concepts of child protection to the core of educational methodology in the Lebanese educational system. According to one child "[because of the program] I can read and write now. Also, I have more self confidence"[19]

Theme 2: Learning by choice vs. learning by force: Iqraa managed to change attitudes of teachers, parents and children around learning and education. Both students and parents spoke about "persuasion" as a new tool to be used in learning. Students mentioned peer education as being a useful tool in their learning process. The program managed to create interest among students and the various beneficiaries in education as a *process* rather than an end by itself. This ability to expand the concept of education from a 'commodity' that is consumed, towards a more passionate and value based activity that fuses creativity, curiosity and cooperation as essential values in the educational system was one of the qualitative advantages of Iqraa.

Subtheme 1: Different ways to learn: Beneficiaries that were interviewed (including teachers, students, and parents) mentioned 'different ways to learn' as one of the major learning points they acquired during the camp. Students were pleased that teachers were employing different methods in teaching such as drawing, dancing, reading and writing. Some parents discovered new talents they did not know their children possessed. For example, according to one parent "I was amazed, I found that my girl really likes to draw and she can learn a lot through that."[20] According to another "I found out that children learn in different ways and if they don't like one way, we should not force them, but search for other more interesting methods"[21].

---

[17] Focus group- children- Marj
[18] Focus group- children al marj
[19] focus group- Children- Saadeneyl
[20] Interview –parents- Saadneyel.
[21] Focus group- parents- Marj

Subtheme 2: The program was successful in changing attitudes of children towards reading: Students were particularly interested in reading. Many were eager to share their book with the research team. The majority developed a positive attitude towards learning and reading. This was directly verified during study visits but also during focus groups. When children were asked to draw the old school, the children drew an open empty courtyard surrounded with various rooms. When asked to draw the new school (Iqraa camp), the children drew the classroom itself with the various book-shelves, drew words they were learning and the various sessions during the day. When asked to explain their drawings, one of the students said "In the old school, we come and we play in the courtyard. In this school we **learn** and **play** inside the classroom"[22]. The students mentioned that that unlike the regular school, they enjoyed reading the subjects because they were catered to their needs. The students mentioned specifically the various levels (aa, B, C and etc.) as something that helps them in developing their reading skills. Also many liked the fact that books are full of pictures which allow them to understand what is written. Many expressed their desire to have more books in their library. As mentioned above, some students mentioned that they expected to have more complex books as the books were too simple for them.

Subtheme3: Change of attitude towards conflict and the Syrian students: Particpating Lebanese students were exposed to Syrian students. The majority acknowledged that conflicts arose between Lebanese and Syrians during breaks, but many considered that they were better equipped to understand the differences, and in the two focus groups referred to the situation as "we are all humans" and referenced a teacher intervention in the process of resolving the conflict. Iqraa program developed an internal conflict resolution mechanism in the classrooms. Teachers managed to change the behavior of students through persuasion. For example according to one student "When we fight, not like the old school, the teacher do not beat us, they talk to us and make us understand what is right and what is wrong."[23] This method was obviously effective, as the majority understood the 'rules of conduct'. Students in focus groups were easy to manage, they spoke by raising their hands, waited for others to finish their sentences and were extremely polite, while being confident, sharp and sometimes critical. When asked if there were conflicts during the class, a student responded, "Yes, but the teacher does not hit them. She makes them sit alone and think about why they fought."[24] Resolution of disputes between Syrian and Lebanese students were done in the same spirit. Students were encouraged to look for the reasons of the dispute. Matters were discussed and resolved by students through persuasion, discussion and appealing to a higher social or class contract.

Subtheme4: Iqraa changed the attitude of school administrators and teachers towards students and learning itself. According to one teacher ""When you respect the student and appreciate 'his humanity', you won't imagine what happens to him/her. The student that you thought was aggressive shows a very tender side. They do something and they would ask- are

---

[22] focus group- Al Marj- bekaa.
[23] Focus group- Saadneyel
[24] Focus group- Saadneyel.

you going to beat us? I told him here, we do not hit. The situation would die instantly."[25] Adminstrators and teachers discovered during the camp that students could be managed more affectively if they relied on persuasion, conversation and participation rather than authority. Since students were progressing, teachers felt fulfilled and a sustainable relationship of mutual respect replaced the hierarchy of authority permeating regular education. Many school administrators, witnessing the effect of such a change have already expressed their desire to implement the program during the upcoming school year.

Subtheme 5: Increased parent involvement in their children's education. Iqraa managed to bring about the parent's involvement in their children's education. All the parents interviewed cited a change in their attitude towards education. In fact many cited that the program had enhanced their respective personal relationships with their children. According to one mother "I found out that my daughter's problem in school was because of her father. He's distant and she was drawing this. She was expressing it but I didn't understand. Now we are working on this"[26] The parent committees were also successful in integrating the parents in their children's education. Parents were impressed that their children would prepare hours before going to school and expressed enthusiasm and commitment. Parents internalized Iqraa's methodology and were pretty knowledgeable of the program and the methods used. Many demanded that such programs be co-opted in regular classes. Parents were spoke loudly against corporal punishment and mentioned its lack in Iqraa program as one of the major attractiveness of the program. Furthermore, many saw an 'impressive improvement' of their children's language skills. According to a father in Marj "My little daughter is now speaking French. It's amazing, we now laugh at her in the house, she's always singing the French songs they teach her"[27]

Theme 3: The classrooms were managed according to active participation of students and teachers followed a clear and defined agenda. Students were involved in the decision making process. The research team verified that teachers followed the designed program in the classrooms. While differences in the quality of successful implementation existed, all teachers were following interactive learning methods such as music, work groups, drawing, writing and reading workshops and so on.

Subtheme1: A clear implementation agenda was followed across the camps. **Teachers followed a concrete well-defined methodology. Classroom agenda was strictly followed and evaluated regularly by Iqraa through regular teacher meetings.** This has significantly facilitated the process of evaluation and monitoring of results (both for students and teachers). Furthermore, the structure and pace of learning made both the teachers and the students more relaxed about their environment. The majority of students in focus groups memorized the day's schedule. According to teachers, the approach has minimized conflicts "the students will tell you what needs to happen next. They finish from the reading session and they exactly know

---

[25] Focus group- teachers- Shtoura.
[26] Focus group- Parents
[27] Focus group- Parents- Marj.

what is expected of them. This has really helped us in managing the class. We didn't need to yell at students. Everyone knew their role"[28]While some teachers were skeptical about some aspects of the schedule and were demanding it to be changed during the field visits, during the final focus group, the same teachers said "I don't think we should change the program. Honestly, now after the program is finished, I think that the schedule was well prepared. Lots of effort has been put into the program design."[29]

Subtheme 2: Teachers employed music, art, text-book readings, dancing and group work during class sessions. The educational program was broken into small sessions (the longest session was 50 minutes). This meant that students were generally entertained during the day while having enough things to occupy them. The main building blocks of the day are the reading workshop where a mini lesson is given involving group work and many exercises. The second building block of the program is the writing workshop where students are supposed to write a small story and share it with the class. The third main session constitutes of word work/phonics. The main purpose of this session is "to transform learnt phonics and sight words into the printed text for fluent reading". The fourth main session is entitled the 'project'. Students have a different project each week (The projects vary from decorating the classroom, to growing lentils, to preparing plays and final events). Between these sessions, there are various dancing, singing and playing breaks in order to keep the children interested. **The methodology adheres strictly to experiential learning methodology. However shortages in reading material was reported by several school teachers.**

Subtheme 3: Teachers were given sufficient support to deal with difficult students by social workers after class, however, not enough support was given inside class. The teachers were given particularly good support outside the classroom, as every school had a social worker which followed up with the parents (through parent committee) and so on. However, the **social worker** was not a trained social worker. Since they were not given the proper training, the social workers' work could have been directed towards assisting the teachers more.

Subtheme 4: Students enjoyed one teacher per classroom policy. Confirming with Iqraa's methodology, the majority of students mentioned having one teacher in the classroom vs. multiple teachers as a more enjoyable learning experience. According to the teachers interviewed, such an arrangement created solid bonds between students and teachers and insured that each class had a consolidated flow. Many students expressed their desire to transfer this aspect back to their respective schools.

<u>Theme 4: Students and teachers learned concrete technical skills. Teachers were able to understand experiential methodology and have hands-on training on implementing learner-based initiatives. At the same time, students' learning skills and word absorption were considerably lifted.</u> The program was successful in raising the skill level of teachers in implementing learner based approach teaching methods. At the same, the language program

---

[28] Focus group – teachers- final
[29] Focusgroup- teachers- Iqraa.

managed to raise the students' level in addition to providing tools for language learning and future improvement.

Subtheme 1: Teachers understood conceptually the program and the pedagogy of learning. According to one teacher "Now I understand the methodology of learning- I used to do similar stuff with no methodology"[30] Teachers understood the main philosophy behind the program which tailors the educational experience according to the needs of students rather than requirements of curriculum. Teachers were apparently interested in the program because "unlike past educational trainings, this program is not theoretical and grounds theories in implementation"[31]The teachers learned new skills ranging from 1- how to deal with class dynamics (how to guide the class through the program vs. authority), 2- how to utilize educational tools (such as drawing, music and story books) for an educational purpose, 3- how to construct an experiential learning session and 4- how to establish class contract and integrate the students in the learning process. According to teachers' testimonies, several teachers understood the interconnectedness of education with wider issues such as parental help, psychological needs and school assistance. This change of educational philosophy was accompanied with a reservoir of tools that helps teachers ground their experience in concrete examples.

Subtheme 3: Students considered themselves better in languages after the program. They exhibited high self confidence and self esteem. Students were critical of their educational experience and were aware of the methodology Iqraa was using. In focus groups, students were open about their weak points in language and were conscious of what they needed to do in order to become better or to transition from one level to another. It would be fair to say that Iqraa's main contribution was **contributing to the self empowerment of students**. The students were given the tools to unlock their own progress and to think of their learning process critically. In fact, many students were not inhibited to talk in a foreign language and many tried to talk in English or French when being interviewed by the moderator.

2. *Quantitative assessments.*

How did Iqraa quantify and assess the impact of the program?
Iqraa's methodology divides the learning process into various levels starting from aa, A, B, C, D, F and so on. The students are assessed initially and placed in the level that best fits their needs. After that, students are assessed between 3 to 5 times per camp. These assessments use the same template in order to track the student's learning curve. These quantitative information demonstrates a striking development that confirms with the qualitative findings in this report.
- *The majority of students attending the camp improved their reading and writing levels.*
 As we can see in the figures below (1, 2 &3), out of 125 students attending English lessons, 122 were placed in the initial level (aa). After Iqraa, 54.5 % were capable of transitioning that level. As we can see below 28.8% (or 36 students) passed to B and above. This is a striking success

---

[30] Focus group-teachers
[31] Focus group-teachers

rate (given the short implementation time). Similar patterns occur in Arabic and French (figure 2 &3).

Figure 1: Running Record (English)
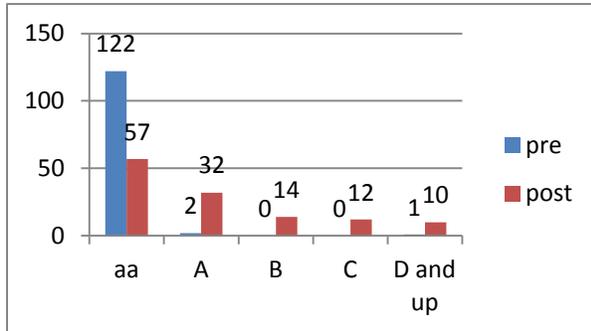
Figure 2: Running Record (Arabic)
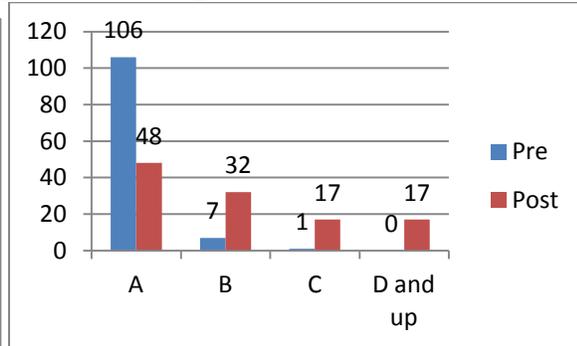
Figure 3: Running Record (French)
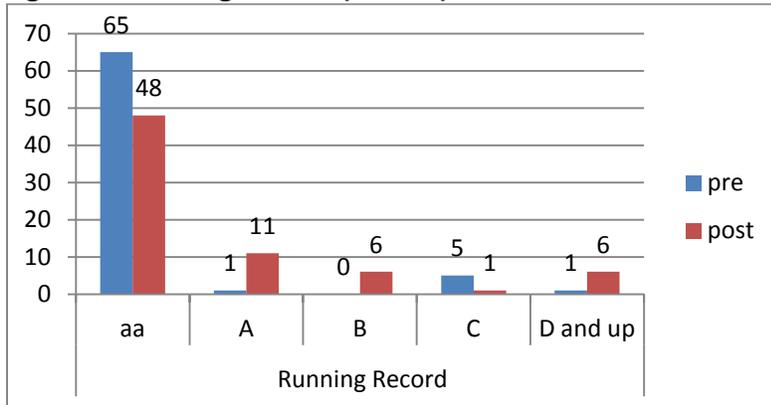
- *Students were able to recognize more letters and sounds after the program.*
Iqraa's impressive data base of student development demonstrates the effectiveness of the program. As can be seen in figure 4 below, the initial assessment of 125 students showed that 8% were able to recognize 91 characters out of 106. The assessment done at the end of the program demonstrates that 43.5% were capable of recognizing 91 character and above. Students who can recognize 91 character and above are considered able to read. This is a staggering increase by 35.2%.

Figure 4: Letter Name and Sound (English)
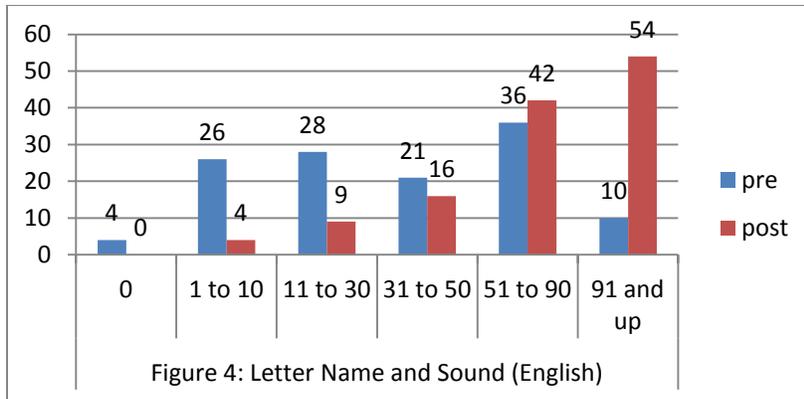
The same pattern could be seen in the graph below (figure 5). 1.3% of students in the French section could recognize 91 letters and above, by the end of program 24% were able to comprehend sufficient characters that would allow them to read.

Figure 5: Letter Name and Sound (French)
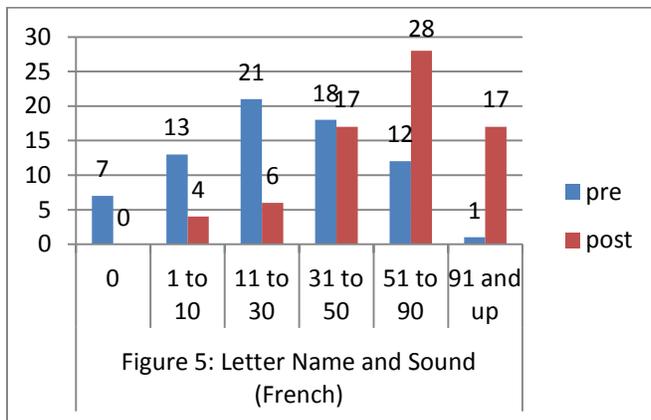
- *Majority of students improved their recognition of words and their reading capacity.*
In addition to letter names and sounds, Iqraa's program tracked the development of students' recognition of major sight words.

Figure 6: Sight Words (English)
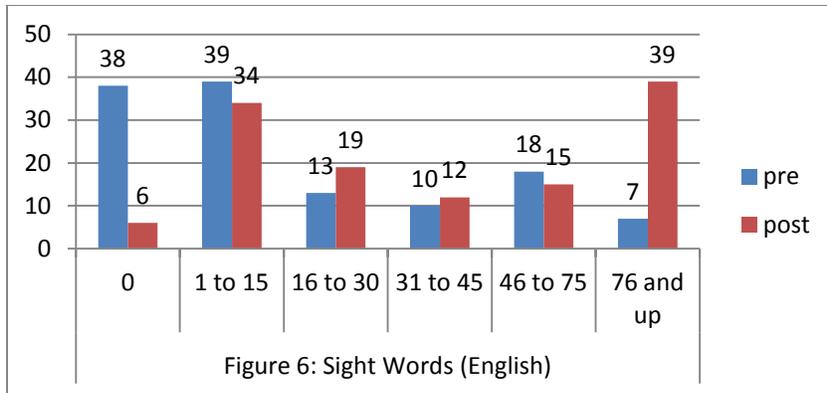
As can be deduced from figure 6 above, 7/125 recognized 76 letters at the beginning of the program (English section), this figure increased to 39/125 by the end of the program. At the same time, while 38/125 did not recognize any word, by the end of the program this figure decreased to 6/125. This success rate shows the ability of Iqraa to lift the capacity of students in recognizing letters.

F. Conclusion:

From a qualitative perspective, focus groups, key informant interviews, and the final evaluation meeting revealed that the project had a significant positive impact in building the capacity and enhancing the teaching skills and methods of Lebanese teachers in the targeted schools. Teachers reported excellent results in terms of the workshops, citing enthusiastic participation of the trainees and excellent ability to demonstrate understanding and absorption of training. The students who attended the camps demonstrated enhanced reading and comprehension skills, while exhibiting a heightened sense of self esteem. At the same time, qualitative data shows that the program was successful in integrating the school administrations, parent committees and community in the project thus reaching various beneficiaries and stakeholders. Iqraa's active learning model is a tremendous success and could -if expanded- transform both the educational experience for thousands of students. Also, the program is a successful model of integrating the Syrian students in the Lebanese curriculum.

Reforming the Lebanese Educational System will take many years of dedicated and hard work. Nevertheless, this project has demonstrated that despite the time constraints, the cultural background, and the bureaucratic obstacles, an organized and well thought of project can exact a successful impact on the Lebanese Education System. Furthermore, the impact of this project has a high probability of providing ongoing impacts as these teachers continue to work in their respective schools integrating the learned methods into the main stream educational system.

The sustainability of the project depends on the extent that Iqraa could secure funds to develop a sustainable project that could target a larger network of schools and for a duration of time

that could induce structural changes. To do that, Iqraa has to think strategically about building a solid data base and a strong organization that could follow through and implement complicated trainings and diverse initiatives across the country.

Student dropout rates in Lebanon are high. Students face multiple problems in learning two languages. In addition, the curriculum based methodology excludes children with special needs, promoting a rigid learning environment. The Syrian students coming to Lebanon due to the events in Syria during the past year have exacerbated the problem. Thousands of Syrians entering the Lebanese Educational System are dropping out, particularly due to foreign languages. This project has made an important contribution to elevating these obstacles and integrating both Lebanese and Syrian students facing difficulties in accessing schools and continuing their education.

G. Annexes:

Annex 1. Monitoring indicators and schedule used by Iqraa.

Any day	Indicators
7:30 **Sign in: you are a model for your students**	**Signed-in:** yes no **Teacher in her class:** yes no **Notes:---** **--** **-----------------------------------**
7:30 – 8:00 (30 min) **Classroom preparation:** **Ready = no stress** **8:00 – 8:05 (5 min)** **First snack: some times kids arrive early =** **free reading**	**Class is tidy:** yes no **Snack on tables** yes no **Kids clean up** yes no **Some kids read** yes no **Time respected** yes no **Notes:---** **--** **-----------------------------------**
8:05 – 8:15 (10 min) **Morning meeting break the ice and make friends** **Attendance use some math skills while checking**	**Start-up signal** yes no **Kids on carpet** yes no **Greeting meeting** yes no **Attendance checked** yes no **Morning message** yes no **Daily schedule** yes no **Time respected** yes no **Notes:---** **--** **-----------------------------------**
8:15 – 8:25 (10 min)	**Book pre-selected** yes no

Read Aloud (RA) **Prepare your story a day before with love**	**Clear purpose for RA** **yes** **no** **Clear voice** **yes** **no** **Excited to read** **yes** **no** **Kids are engaged** **yes** **no** **Time respected** **yes** **no** **Notes:--** **--** **----------------------------------**
8:25 – 8:30 (5 min) **Music break your group should be flying by now** **Stretching build those muscles for reading**	**Appropriate volume** **yes** **no** **Appropriate song** **yes** **no** **All Kids are engaged** **yes** **no** **Most kids are engaged** **yes** **no** **Kids follow the steps** **yes** **no** **Teacher dances** **yes** **no** **Teacher and kids sing** **yes** **no** **Time respected** **yes** **no** **Notes:--** **--** **----------------------------------**
8:30 – 9:20 (50 min) **Reading workshop the building block of the day** **Mini lesson (ML)/ teaching point (TP)** **Conferring/ group work** **one-on-one (outside with SC or SW)**	**Start-up signal** **yes** **no** **Kids on carpet** **yes** **no** **One goal in ML** **yes** **no**

Independent reading, build up reading time gradually **Writing about reading** **Closing**	**Connection** yes no
	Clear teaching point yes no
	Modeling yes no
	Active engagement yes no
	Link yes no
	Clear signal for **independent practice** yes no
	Independent leveled reading **books are in each bag** yes no
	Independent reading yes no
Reading workshop continues:	**Teacher is observing** yes no
	Teacher writes notes yes no
	Mid class TP if needed yes no
	Individual conference yes no
	Group guided reading yes no
	All Kids are engaged yes no
	Most kids are engaged yes no
	One on one with SC yes no
	Kids follow the steps yes no
	Closing time yes no

	Kids on carpet for closing time yes no **Reader's chair** yes no **Time respected** yes no **Smooth transition** yes no **Notes:**-- -- ------------------------------------
9:20 – 9:35 (15 min) **Recess: teacher and social worker in the play ground with students** **coordinator will prepare lunch**	**Clear signal for break or recess** yes no **Clear message for play time** yes no **Kids line-up** yes no **Teacher in play area** yes no **Social worker with kids** yes no **kids play friendly** yes no **Teacher plays too** yes no **Social worker supporting** yes no **School Coordinator preparing food** yes no **Time respected** yes no

	Notes:--- --- ---------------------------------
9:35 – 9:40 (5 min) **Washing hands after recess** **janitor should be around**	**Kids line up to wash hands yes no** **Teacher/SW wash hands yes no** **Janitor available yes no** **Kids line up to go to class yes no** **Time respected yes no** **Notes:--- --- ---------------------------------**
9:40 – 9:50 (10 min) **Breakfast: music on, we eat at our seats in the classroom** **Teacher in the classroom with students**	**Clear signal for** **eating time yes no** **Food on the desks yes no** **Music on while eating yes no** **Kids eat at their seats yes no** **Kids are quite** **while eating yes no** **Teacher eats in class** **at her seat yes no**

Wipe hands, kids and teachers had just washed their hands after recess	**Teacher eats the same** yes no **Teacher smokes** yes no **Kids/teacher wipe** **their hands when done** yes no **Notes:-------------------------------------** **--** **------------------------------------**
9:50 – 10:00 (10 min) **Free reading** **Puzzle work** **in case some students finish eating or are not eating at all/**	**Free reading** yes no **Hands-on activities puzzles,……………** **yes no** **Clear procedures** yes no **Signal for finish up** yes no **Kids put stuff back** yes no **Time respected** yes no **Notes:-----------------------------------** **Appropriate volume** yes no **Appropriate song** yes no **All Kids are engaged** yes no **Most kids are engaged** yes no
10:00 10:05 (5 min) **Music break:** **prepare kids for writing work shop**	

	Kids follow the steps yes no
	Teacher dances yes no
	Teacher and kids sing yes no
	Time respected yes no Notes:--- --- ---------------------------------------
10:05 – 10:55 (50 min) **Writing workshop:** **No reading without writing.** **Read aloud to break the fear of writing** **Mini lesson (ML)/ teaching point (TP)** **Independent writing** **Conferring/ group work** **one-on-one (outside with SC or SW)** **Closing**	**Start-up signal** yes no **Read Aloud** yes no **Kids on carpet** yes no **One goal in ML** yes no **Connection** yes no **Clear teaching point** yes no **Modeling** yes no **Active engagement** yes no **Link** yes no **Clear signal for** **independent practice** yes no **Individual writing** **Folders** yes no

Writing work shop continues:	Accessible writing tools yes no
	Independent writing yes no
	Teacher is observing yes no
	Teacher writes notes yes no
	Mid class TP if needed yes no
	Individual conference yes no
	Group guided writing yes no
	All Kids are engaged yes no
	Most kids are engaged yes no
	Kids follow the steps yes no
	Closing time yes no
	Kids on carpet for closing time yes no
	writer's chair yes no
	Time respected yes no
	Smooth transition yes no
	Evidence of previous independent writing hanging on laundry robe yes no
	Notes:--

	-- -------------------------------------
10:55 – 11:00 (5 min) **Music break you deserve to relax with a laugh** **Stretching build those muscles for writing**	**Appropriate volume** yes no **Appropriate song** yes no **All Kids are engaged** yes no **Most kids are engaged** yes no **Kids follow the steps** yes no **Teacher dances** yes no **Teacher and kids sing** yes no **Time respected** yes no **Notes:**-- -- -----------------------------------
11:00 – 11:35 (35 min) **Word work/ Phonics :** **Read Aloud to use text as an example and show letters and sight words in action** **Ability to transform learnt phonics and sight words into the printed text for fluent reading** **Ability to use learnt phonics and sight words in independent writing**	**Start-up signal** yes no **Read aloud** yes no **Kids on carpet** yes no **One goal in ML** yes no **Connection** yes no **Clear teaching point** yes no

Word work and phonics continue:	Modeling	yes	no
	Active engagement	yes	no
	Link	yes	no
	Clear signal for independent practice	yes	no
	Prepared materials for individual work	yes	no
	All Kids are engaged	yes	no
	Most kids are engaged	yes	no
	Kids follow the steps	yes	no
	Time respected	yes	no
	Smooth transition	yes	no
	Evidence of previous word works on wall	yes	no

Notes:---

| 11:35 – 11:40 (5 min)

**Music break: dance with letters and words
Stretching build those muscles for phonics and word attack** | Appropriate volume   yes   no

Appropriate song   yes   no

All Kids are engaged   yes   no

Most kids are engaged   yes   no

Kids follow the steps   yes   no

Teacher dances   yes   no

Teacher and kids sing   yes   no

Time respected   yes   no

Notes:--

----------------------------------- |

11:40 – 12:25 (45 min) **Project:**	Start-up signal	yes	no
	Kids on carpet	yes	no
Make sure you have fun and materials	Read aloud	yes	no
Read aloud to prepare kids to organize their thoughts and their materials and get going	One goal in ML	yes	no
	Connection	yes	no
Week one: Decorating name cards, map of my heart, class rule chart and other procedural charts...	Clear teaching point	yes	no
	Modeling	yes	no
Week two: planting lentils	Active engagement	yes	no
Week three: get to know our school	Link	yes	no
Week four: free choice for the teacher and students	Clear signal for independent practice	yes	no
Week five: preparing for the final event of the Summer Camp celebration	Prepared materials	yes	no
	Group work	yes	no
	All Kids are engaged	yes	no
	Most kids are engaged	yes	no
	Kids follow the steps	yes	no
	Time respected	yes	no
	Smooth transition	yes	no
	Evidence of previous		

	work on the project yes no
	Notes:-- -- --------------------------------------

12:25 – 12:30 (5 min) **Wrap up and Dismissal** **Stay with the last student to leave**	**Wrap-up signal** **yes** **no** **Kids responsible** **for clean up** **yes** **no** **kids want to come** **back/happy** **yes** **no** **kids take home** **books to read** **yes** **no** **teacher stay with** **last kid to leave** **yes** **no** **teacher happy** **the day is over** **yes** **no** **teacher wants** **to come back** **yes** **no** **Notes:---** **---** **---------------------------------------**
12:30 – 1:00 (30 min) **Reorganize** **Prepare for next day and Clean up** **prepare your mini lessons for next day based on** **your observations and assessments**	**Teacher reorganize** **materials in place** **yes** **no** **Teacher writes her** **observations into** **her ledger book** **yes** **no** **Teacher prepares next** **days mini lessons** **yes** **no** **Teacher is on time**

	to leave her class yes no Notes:------------------------------------ --- -------------------------------------
1:00 – 1:30 (30 min) **Daily meeting** **Feed back** **Observation records** **If you need technical support its time to report.** **Don't forget your successes, you deserve to shine tell us about your day so we can shine together**	**The meeting is on time** yes no **The meeting is organized** yes no **All teachers are there** yes no **The SC is there** yes no **The SW is there** yes no **Teachers meet** **according to the language** **they teach for feedback** yes no **SC is helpful** yes no **SC has technical feed back** yes no **SW is helpful** yes no **SW has technical feed back** yes no **The day is wrapped up** yes no **Meeting concluded** yes no Notes:--- --- ---------------------------------------

Annex 2: Focus group discussion guides:

دليل النقاش: الأهالي

اسمي نزار غانم واما عم اشتغل مع اقرأ كمشتشار خارجي. بدي اسئلكم مجموع من الأسئله

المقدمه

1- هل بامكان كل منكم تعريف نفسه أو نفسها. من وين جايي وكم ولد عنده او عندها بالمدرسه هون.
2- شو هي أهم المشاكل اللي عم تواجه ولادكم بالمدارس اللبنانيه عاده. ليه؟
3- كيف عرفتوا عن هذا المشروع؟ ليه بعتوا ولادكن لهون؟

تقييم ادوات التعليم في برنامج اقرا

4- فيكم توصفولي الفرق بين التعليم العادي بالمدارس والتعليم هون بهذه الدوره؟ كيف بيختلف هيذا البرنامج؟
5- هل سمعتوا عن شي نزاع او مشكل حصل بالصف بين المعلمات والطلاب او بين الطلاب والطلاب؟ كيف تعاملوا المعلمات معه؟ (هل كان هناك مشكله مثلا مع الطلاب السوريين)
6- كيف تعاملت المعلمات مع أطفالكم لمن ما عملوا فرضوتهم أو القراءات؟ هل بعيطوا عليهم شو بيعملوا لكان؟ وهل هيذا ناجح؟
7- هل تعتقدون انه ادوات التعليم المتبع هون مناسب وحيده؟ ليه؟ كيف ممكن انه تتغير وتنعمل افضل؟
8- هل فضلت المعلمه تلاميذ على تلاميذ؟ (ركز على تقنيات التعليم)

المتابعه مع الأهل

9- كيف بتقيموا علاقتكم بينكم وبين القيمين على البرنامج؟ هل قمتم بالحضور دوما الى الاجتماعات الاسبوعيه؟ قم بوصف العمليه: كيف ممكن انه تتحسن؟
10- شو كان دوركن بهذه العملي؟ شو عملتوا لحتى تساعدوا؟

قم بتقييم التغيير في المواقف، وتعلم قدرات جديده

11- صف، هل تغيرت مواقف أولادكن من العلم والقراءه بين اول البرنامج والان؟ كيف؟ ما هي أهم هذه التغييرات؟
ماذا تغيير في قدراتهن (مثلا القدره على القراءه أو الكتابه) كيف تعرفون ذلك؟

12- ماذا تعلمتم شخصيا خلال هذا البرنامج؟ شو تغير فيك؟ هل التغييرات ايجابيه؟

13- اذا كان فيكن تغييروا ثلاث شغلات بالبرنامج، شو بتغييروا؟

دليل النقاش- أولاد- برنامج اقرا (9-12)

المقدمه:

1- لعبه الاسماء: خلينا نتعرف على بعض- شو اسمك؟ من وين جايي؟ شو بدك تعمل بس تكبر؟ شو هيي اكثر ثلاث طبخات بتحبهن؟ (كل واحد بدو يعرف على اللي حده)

2- شو عم تعملوا بالمدرسه بالصيف؟ ليه؟ كيف عرفتوا عن البرنامج؟ مبسوطين انكم فالين من المدرسه؟ ليه؟

3- بدي مجموعتين، كل مجموعه مؤلفه من 4 ولاد ت يرسموا صوره بتعبر عن المدرسه القديمه عندكن ووحده عن المدرسه هون. بدي مجموعتين يرسموا يوم بالمدرسه (البرنامج لكل نهار)

4- فيكن تشرحولي شو الفرق بين المعلمات بمدارسكن القديمه والمعلمات بهيذي المدرسه؟ كيف هيذا البرنامج مختلف؟

5- في واحد يوقف ويقلنا عن الصورتين هاوذيك؟ شو هو القسم من البرنامج اللي حبيتوا اكثر شي من النهار؟ شو هو القسم اللي ما حبيتوه؟

6- في حدن رسب بالبرنامج- في حدن نجح؟ كان في علامات؟ لكن كيف كانوا المعلمات يختبروكن؟

7- في طلاب عاملتن المعلمات بشكل مختلف عن طلاب تانيين؟ (ركز على طرق التعليم)

8- في حدن يخبرنا عن مشكل صار هون بالصف- بين التلاميذ بين بعضهم وبين التلاميذ والاساتذه؟ كيف تعامللوا المعلمات مع الموضوع؟ شو عملوا؟

9- شو عملوا المعلمات بس ما بتعملوا فرضكن؟

قم بتقييم التغيير في المواقف، وتعلم قدرات جديده

10- غمضوا عيونكن: بدي ياكن تتذكروا كيف جيتوا اول نهار على المدرسه هون. كيف جيتوا؟ بدي ياكن تتذكروا حالكم وقتها- تذكروا الشغلات اللي تعلمتوها- المعلمه. شو تعلمتوا بعد هيذا البرنامج؟ شو تغير فيكن؟ اللي تغير كان لاحلى- شو استفدته؟

11- كان في معكم طلاب سوريين هون معكم؟ كيف حسيتوا معاهم؟ هل تغير شي من بداي البرنامج لهلق؟

12- اذا اعطيتكن ثلاث امنيات لتغيروا اي شي بهيذي المدرسه شو بتغيروا؟ شو بتخلوا؟

Annex 3: Summer Camp Evaluation Form

Iqra' Association

Summer Camp Reintegration Program Evaluation and Feedback

Name of teacher---------------------------------------   Name of school-------------------------------

Date: --

Component of the day	Teacher's evaluation and feedback
Early Arrival: 7:30am-8:00am: Did you Arrive early every day?	- Yes No - What were the challenges that you faced during this period of time:--- - What do you suggest for next year? ---
Morning Meeting: Did you have a morning meeting every day?	- Yes No - What were the challenges that you faced during this period of time:--- - What do you suggest for next year? ---
Music Break: Was the selection of music good?	- Yes No - What were the challenges that you faced during this period of time:--- - What do you suggest for next year? ---
Read Aloud: 1- Did you Read Aloud before every component of the day?	- Yes No - What were the challenges that you faced during this period of time:--- - What do you suggest for next year? ---------------------------------

2- Was the selection of the Read Aloud Books good?	-- ---------------------------------- - Yes No - What were the challenges that you faced selecting the books to read:--- -- -- - What do you suggest for next year? --------------------------------- -- -- --------------------
Reader's Workshop: 1- Did you prepare a mini lesson for each day?	- Yes No - What were the challenges that you faced during this period of time:--- -- -- ---------------------------- - What do you suggest for next year? ---------------------------------- -- ---
2- Did the Students read independently with The Just Right Book (leveled book)?	- Yes No - What were the challenges that you faced during this period of time:--- -- - What do you suggest for next year? ---------------------------------- -- --
Break and Food: 1- Was the break time appropriate?	- Yes No - What were the challenges that you faced during this period of time:--- -- - What do you suggest for next year? ---------------------------------

2- Was the food good?	- Yes No - What were the challenges that you faced during this period of time:--- --- - What do you suggest for next year? ---------------------------------- --- ----------------------------------
Writer's Workshop: 1- Did you prepare a mini lesson for each day?	- Yes No - What were the challenges that you faced during this period of time:--- --- - What do you suggest for next year? ---------------------------------- --- ---
2- Did students write about moments from their daily lives?	- Yes No - What were the challenges that you faced during this period of time:--- -- - What do you suggest for next year? ---------------------------------- --- ---
Phonics and word Study: Were you able to teach phonics and word studies only as scheduled?	- Yes No - What were the challenges that you faced during this period of time:--- --- --- - What do you suggest for next year? ---------------------------------- --- ----------------------------------
Project of the week: Did you work on 4 projects?	- Yes No - What were the challenges that you faced during this period of time:--- --- - What do you suggest for next year? ---------------------------------- --- ---

Out of class support: Did you send students outside for one-on-one support with the school coordinator or social worker?	- Yes No - What were the challenges that you faced during this period of time:-- -- - What do you suggest for next year? ---------------------------------- -- --
Iqra' Association support: Was Iqra' Association support sufficient?	- Yes No - What were the challenges that you faced during this period of time:-- -- ------------------ - What do you suggest for next year? ---------------------------------- -- ----------------------------------
Your concerns and or your story about this experience:	