EVALUATION OF QRTA'S PSYCHOLOGICAL ADAPTATION SKILLS PROGRAM DURING CRISES AND EMERGENCIES PROJECT

REPORT

2023

QUEEN RANIA TEACHER ACADEMY

أكـاديـميـة الـملـكـة رانيا لتدريب المعـلـمـين

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ACRONYMS

QRTA	Queen Rania Teacher Association
MOE	Ministry of Education
KII	Key Informant Interview
FGD	Focus Group Discussion

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Psychological Adaptation Skills Program During Crises and Emergencies was developed by Queen Rania Teacher Academy (QRTA) as one of their many programs that aim to equip educators with knowledge, skills, and support necessary to enhance the learning environment within schools. As the number of students grew within the Kingdom of Jordan over the past decade due to an influx from the neighboring countries as a result of challenging humanitarian issues, teachers were caught unprepared and unequipped.

> In response, QRTA created and implemented the Cultivating Inclusive and Supportive Learning Environment (CISLE) program in 2014 and was implemented through 2020 in cooperation with the Ministry of Education in an effort to ensure that all students, both Jordanian and non-Jordanian, are offered equal opportunity to acquire a purposeful and meaningful education in a safe, inclusive, and supportive learning environment.

A more recent issue that has caused educators and students to face unprecedented challenges is the global pandemic which has had a general negative impact on mental health and well-being, and more specifically, for students in light of the long school closures in Jordan. This escalated the need for creating targeted programs that raise awareness of the importance and application of psychosocial support services, to help people cope and adapt to difficult situations they may face.

The Psychological Adaptation Skills Program During Crises and Emergencies Project was already underway prior to the COVID-19 pandemic, however, QRTA expedited the process of its launch in response.

The program encompasses many of the elements introduced by CISLE but was tailored to expand towards more beneficiaries and include public-school students within the country. The design of the program is based on new trends in Psychological Support and Mental Health while maintaining and ensuring alignment with the National Teacher Standards. QRTA worked closely with the MoE in order to conduct needs assessments and design the program accordingly. The program targets school principals, teachers, supervisors, and counselors while primarily training schoolteachers and counselors.

PROGRAM DESIGN WAS BASED ON

New trends in Psychological Support and Mental Health

Alignment with the National Teacher Standards

MoE needs assessment

Since the launch of the project's pilot phase in January 2021 to date, QRTA has trained:

733
Teachers

159
Counselors

159
Principals

60
Members from MoE counseling department and educational supervision and training department

Distributed on three different cohorts through a blended delivery method in an effort to create an improved:

Inclusive

Enabling learning environment

Safe

The project also trained 99 teachers during its pre-pilot phase in June 2020.

QRTA also worked on creating a fully online delivery system in order to reach a higher number of trainees through QRTA self-paced online courses «MOOCS» that has already benefited 825 trainees.

Edvise ME was commissioned to evaluate the project with the main purpose of assisting QRTA to validate (or refute) the underlying assumption that the Psychological Adaptation Skills Program created an improved, inclusive, safe and enabling learning environment in targeted schools and the extent to which the program improved educators' practices, skills, knowledge, and understanding to implement psychosocial support concepts in a meaningful way.

1 RELEVANCE

The Evaluation Team found that, in general, and according to data collected from the various stakeholders, the program is relevant considering the educators' needs for delivering psychosocial support strategies and activities in their classrooms.

There was wide agreement that the program is addressing a real need of educators to acquire and implement practical strategies in support of psychosocial concepts, enabling them to properly integrate and apply their knowledge on psychosocial support in the classroom.

Delivering psychosocial support strategies in the classroom

Delivering activities in the classroom

2 EFFECTIVENESS

The Evaluation Team found that the program succeeded in achieving its set objectives in terms of reach and has shown effectiveness to a large extent when considering its ability to help the trained educators acquire the knowledge

and understanding of the concepts as well as promote the importance of the strategies and practices and their application in their classrooms.

Program Reach

Improved Knowledge

Strategy Promotion

Proper Classroom Application

3 SUSTAINABILITY

The Evaluation Team concludes from the different data sources that the benefits of the

program will most likely be sustained for the following reasons:

1

The program tackles many topics and areas that are timeless and will continue to be relevant (and perhaps even more important) in the future.

2

The application of certain practical strategies (especially related to listening, empathizing, and encouraging) by the trained educators has been observed, were recognized as simple and require no additional resources/ effort and have shown positive impact on relationships and the classroom environment.

3

The acquired knowledge and skills are very likely to be retained over time.

4 IMPACT

The Evaluation Team believes the program is capable of creating an improved inclusive, safe, and enabling learning environment for students. Many of the trained educators, including principals, teachers, and counselors, attested to the program having made a noticeable difference and is contributing to a positive change- not only in the classroom and the wider school but also on their personal lives. Increased students' motivation, participation in classroom, well-being, and improved learning were the most mentioned changes seen in students.

Improved Environment

Positive Change – Personally & Professionally

Increased Motivation

Increased Participation

Improved Well-being

Improved Learning

Having said the above, and in regard to longer-term persistence and sustainability of the benefits of the program, the Evaluation Team thinks that there is a need for a coherent and structured psychosocial support system to be established at the school level by the Ministry of Education in support of QRTA and other concerned stakeholders. Such system could include, but not limited to:

✓ referral systems

✓ consistent code of conduct

✓ counselling services

✓ engagement of parents

✓ clear processes

and perhaps most importantly:

✓ clear procedures

✓ protocols for all the above

These support functions will assist such a program and the trained educators more efficiently and effectively achieve deeper and longer-term benefit to their students.

RECOMMENDATIONS

The following evidence based critical and strategic recommendations were informed by the evaluation findings and derived from the extensive data that was collected from the key stakeholders and analyzed. The Evaluation Team listened carefully to all individuals who participated in the evaluation; and in the formation of the recommendations paid specific attention to the shared successes, barriers and bottlenecks, perceived weaknesses and strengths of the program and accordingly devised the recommendations.

The recommendations are presented at two levels:

The program level
which are recommendations that are specific to the design and delivery of the program and are QRTA's responsibility.

The systems level
which are recommendations that are relevant to the broader system that will affect the persistence of the longer-term benefits and impact that the program is inflicting or contributing to which are primarily the responsibility of the MoE.

PROGRAM LEVEL RECOMMENDATIONS

(through longer term program cycles)

Recommendation	Timeframe	Responsibility
Plan towards reaching and training a larger number of teachers per school to aid in changing the whole learning environment positively, not just the classroom.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
Design and plan for the provision of continued practical support for teachers and counselors after they have completed the training. This can be in the form of QRTA trainers conducting mentorship and observation visits that would ensure educators are supported while implementing what they learned in their schools and would also provide the opportunity for putting in place simple but important quality assurance measures for QRTA to benefit from.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
Plan for deeper and targeted activities toward the inclusion and engagement of students and parents/community members to contribute to their awareness and understanding of psychosocial wellbeing, its impact on everyone (specifically students) and its importance within schools. This could be done through conducting workshops, extra-curricular activities and/or sending out messages/ tips/ videos, etc.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
Development of a short and targeted training module for principals where their leadership role is emphasized, and clear support expectations and functions are covered in a practical manner in order to equip them to complement efforts being made at the school level toward healthier and more inclusive learning environments.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary

SYSTEMS LEVEL RECOMMENDATIONS

(through longer term program cycles)

Recommendation	Timeframe	Responsibility
The MoE to establish support systems and functions that promote psychosocial wellbeing (code of conduct, referral system, counseling services, engagement of parents, clear processes, and procedures for all the above, etc.). The relevant policies/ by-laws and regulations need to be developed and/or revised in support of the recommendation.	Medium Term	MoE with the support of concerned partners
The MoE to review the "360 Evaluation" form for teachers, principals, and counselors in order to add indicators that support the implementation of this program and are consistent with the National Teacher Standards.	Immediate	The MoE with the support of concerned stakeholders (such as the USAID-funded Jordan Technical Assistance Program)
The MoE to explore the possibility of integrating the training into the modules of the Pre-Service Teacher Education (PSTE) higher diploma program as well as the in-service diploma for newly hired teachers.	Medium Term	MoE with the support of concerned stakeholders (such as QRTA, and the USAID-funded Pre-Service Teacher Training Program)

BACKGROUND AND CONTEXT

BACKGROUND AND CONTEXT

The Psychological Adaptation Skills Program During Crises and Emergencies was developed by Queen Rania Teacher Academy as one of their many programs that aim to equip educators with knowledge, skills, and support necessary to enhance the learning environment within schools. As the number of students grew within the Kingdom of Jordan over the past decade due to an influx from the neighboring countries as a result of challenging humanitarian issues, teachers were caught unprepared and unequipped. In response, QRTA created and implemented the Cultivating Inclusive and Supportive Learning Environment (CISLE) program in 2014-2020 in cooperation with the Ministry of Education in an effort to ensure that all students, both Jordanian and non-Jordanian, are offered equal opportunity to acquire a purposeful and meaningful education in a safe, inclusive, and supportive learning environment.

A more recent issue that has caused educators and students to face unprecedented challenges is the global pandemic which has had a general negative impact on mental health and well-being, and more specifically, for students in light of the long school closures in Jordan. This escalated the need for creating targeted programs that raise awareness of the importance and application of psychosocial support services, to help people cope and adapt to difficult situations they may face. The Psychological Adaptation Skills Program During Crises and Emergencies Project was already underway prior to the COVID-19 pandemic, however, QRTA expedited the process of its launch in response. The program encompasses many of the elements introduced by CISLE but was tailored to expand towards more beneficiaries and include public-school students within the country. The design of the program is based on new trends in Psychological Support and Mental Health while maintaining and ensuring alignment with the National Teacher Standards. QRTA worked closely with the MoE in order to conduct needs assessments and design the program accordingly. The program targets school principals, teachers, supervisors, and counselors while primarily training schoolteachers and counselors.

According to the "Utilization of Mental Health and Psychosocial Support Services Among Syrian Refugees and Jordanian" study, prepared by the International Medical Corps, primary barriers to seeking help were feelings of helplessness, lack of financial means, unawareness, and poor recognition of mental health problems, cost of treatment, the need for privacy, and stigma. Many of which can be mitigated through well-designed and context-appropriate programs that specifically target schools that bring the different stakeholders together, namely parents, teachers, community members, and students, to improve the overall environment surrounding children and youth.

Furthermore, according to UNICEF Jordan's recent statement regarding the impact of COVID-19 on children, it is estimated that more than 1 in 7 adolescents between the ages of 10 and 19 will live with a diagnosed mental disorder globally. Moreover, an international survey, The State of the World's Children 2021,

cited by UNICEF Jordan found that about 1 in 5 young people between the ages of 15 and 24 often feel depressed.

With that being said, Jordan, in its National Response Plan for the COVID-19 pandemic, included a component on the provision of mental health and psychosocial support services, creating a priority area for many donors and implementing partners in Jordan, namely, CARE International, GIZ, FCA, JICA, and others. Many of these were working in the non-formal space with only a few working through the formal education system such as JICA which has worked with the MOE and MOH on the development of a Psychological First Aid for Children (PFA-C) training package that were delivered to government officials of the Central Ministries and Regional Directorates of Health and Education as well as teachers, counselors, and medical personnel who come into contact with children in the community.

Having said all the above, based on extensive research by the Evaluation Team, no programs or efforts similar to the QRTA Psychological Adaptation Skills Program were found within Jordan in terms objectives, approach, and activities through exclusive targeting of schoolteachers and counselors, and providing them with practices that support students' wellbeing and creation of inclusive, safe, and enabling learning environment.

As part of QRTA's program, two sets of courses were developed for the training of teachers and counselors. Each training course contains four modules, with every module tackling a different aspect that ensures an all-encompassing environment is created for students to support their learning and wellbeing. Furthermore, participants of the program were required to complete a self-learning course, "Basic Knowledge and Skills," prior to starting the modules below:

TEACHER MODULES

- **Holistic Psychological Wellness**
- **Emotional Intelligence**
- **The Habits of Mind**
- **The Role of the Teacher in Creating a Stimulating and Attractive Learning Environment**

- **Remote Counseling**
- **Cognitive Behavioral Therapy**
- **Counselor's Role in Adaptation**
- **Emotional Intelligence**

COUNSELOR MODULES

The main objectives of the Psychological Adaptation Skills Program During Crises and Emergencies Project is to equip educators with pedagogic techniques that will ultimately lead to social change through the advancement of psychological support within school across the country. In an effort to reach this ultimate objective, QRTA is working on achieving the following outcomes:

- Enhance counselors' psychosocial support skills in order to foster a safe, enabling, and engaging learning environment.

- Enhance counselors' understanding of psychology, child wellbeing, child development, and psychological characteristics of children, adolescents, and youth. In addition to equipping them with 21st century skills in positive psychology thinking, communication skills, and media awareness.

- Reinforce the role of school principals in creating a social support system and initiating sustainable professional learning communities.

- Empower teachers with improved psychosocial support practices, skills, and effective teaching strategies to manage students' behavior and enhance their learning experience.

Since the launch of the project's pilot phase in January 2021 to date, QRTA has trained:

733
Teachers

159
Counselors

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Principals

60
Members from MoE counseling department and educational supervision and training department

Distributed on three different cohorts through a blended delivery method in an effort to create an improved:

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PURPOSE AND SCOPE OF THE EVALUATION

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PURPOSE AND OBJECTIVES

The main purpose of the evaluation is to help QRTA validate (or refute) the underlying assumption that the Psychological Adaptation Skills Program created an improved, inclusive, safe and enabling learning environment in targeted schools and the extent to which the program improved educators' practices, skills, knowledge, and understanding to implement psychosocial support concepts in a meaningful way.

The evaluation is to achieve the purpose through providing QRTA and its partners with evidence-based conclusions concerning the impact of the program design, content, and delivery mechanism.

SCOPE OF THE EVALUATION

The more specific focus of the evaluation was organized around four of the OECD evaluation criteria; relevance, effectiveness, impact and sustainability- against which QRTA has specified main evaluation questions that it required the evaluation to answer. Those four main evaluation questions are:

1
Relevance

Is the program relevant considering educators' needs for delivering psychosocial support strategies and activities? Assess the relevance of the program by looking at the extent to which its objectives, design, methodology, content and delivery respond to educators' needs and priorities.

2
Effectiveness

Is the program achieving its objectives? Assess the effectiveness of the program by determining the extent to which the program attained its planned objectives and results in alignment program logic model and results framework indicators.

3
Impact

What difference is the program making in creating an improved inclusive, safe, and enabling learning environment in targeted schools which facilitate students' well-being? Assess the extent to which the program has generated or is expected to generate positive or negative, intended or unintended results. The impact must be illustrated on students' and educators' levels and in alignment program logic model and results framework indicators.

4
Sustainability

Can the benefits, if any, of the program be sustained? Assess the extent to which the benefits, if any, the program is generating will continue or are likely to continue after the completion of the training program.

Accordingly, the Evaluation Team worked collaboratively with the QRTA team to unpack each high-level evaluation question and developed sub-evaluation questions which were all organized into an Evaluation Matrix (included in Annex 2). The Evaluation Team identified the sources of data and developed the different data collection tools for the various means of data collection that were agreed on with QRTA per evaluation and sub-evaluation question.
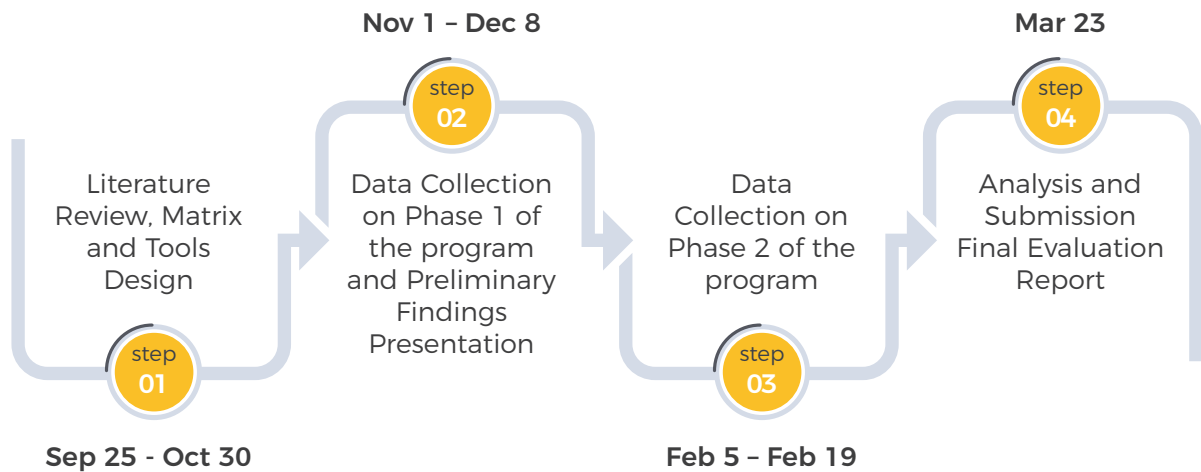
DETAILED METHODOLOGY

DETAILED METHODOLOGY

The methodology incorporated several means of data collection (both quantitative and qualitative) including surveys, key informant interviews (KII), focus group discussions (FGDs) and classroom observations; The combination of various means of data collection were implemented in an effort to include a sample of participants from all stakeholder groups consistent with the Evaluation Team's recognition of the importance of hearing all perspectives and voices of those involved, as well as allowing for verification and triangulation of the collected data.

Consistent with the above, the evaluation team included representatives from the MOE, QRTA representatives from both the management and the academic team, who were involved in Phase (1) and Phase (2) of the design and implementation of the program.

All Data collection tools can be found in Annex (3).

The evaluation commenced in September 2022 and was concluded in March 2023; the details of the steps within the assignment timeline is included below:

Nov 1 – Dec 8

step 02

step 01

Literature Review, Matrix and Tools Design

Data Collection on Phase 1 of the program and Preliminary Findings Presentation

Sep 25 - Oct 30

Data Collection on Phase 2 of the program

step 03

Feb 5 – Feb 19

Mar 23

step 04

Analysis and Submission Final Evaluation Report

QUANTITATIVE DATA COLLECTION METHODOLOGY

Four surveys were developed to mainly cover questions under relevance, effectiveness and impact criteria under the evaluation and which targeted mainly the direct beneficiaries of the program. The surveys were distributed to the following groups:

Students from grades (4 –11)	152 Principals	657 Teachers	120 Counselors
at visited schools that have been taught by at least one trained teacher.	who were involved in the training program or whose teachers were trained by the program.	who received the training.	who received the training.

Response Rate (Completed Surveys):

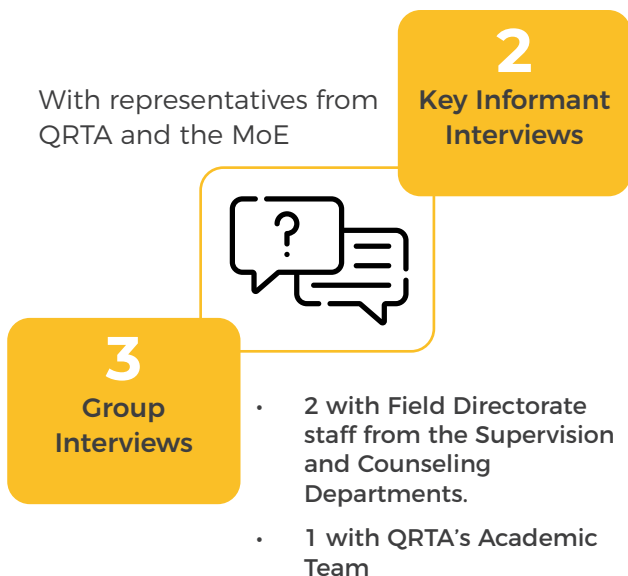|	Phase 1	Phase 2	Total Completed Surveys	Completion rate: # of completed/ # of distributed surveys
Student Survey	380	172	552	N/A
Principal Survey	65	19	84	55%
Teacher Survey	237	126	363	55%
Counselor Survey	67	22	89	74%

The electronic surveys were sent to principals, teachers, and counselors via SMS messages to the contacts given to the Evaluation Team by QRTA. The survey has been open from November 7 – November 22 in phase (1) and from Feb 6 – Feb 18 in phase (2). Measures were in place that only allowed one submission per device. Furthermore, to ensure the integrity of the data. The survey included logic sequences that would end the survey if certain answers were selected that indicated that the surveyed person was not within our target audience.

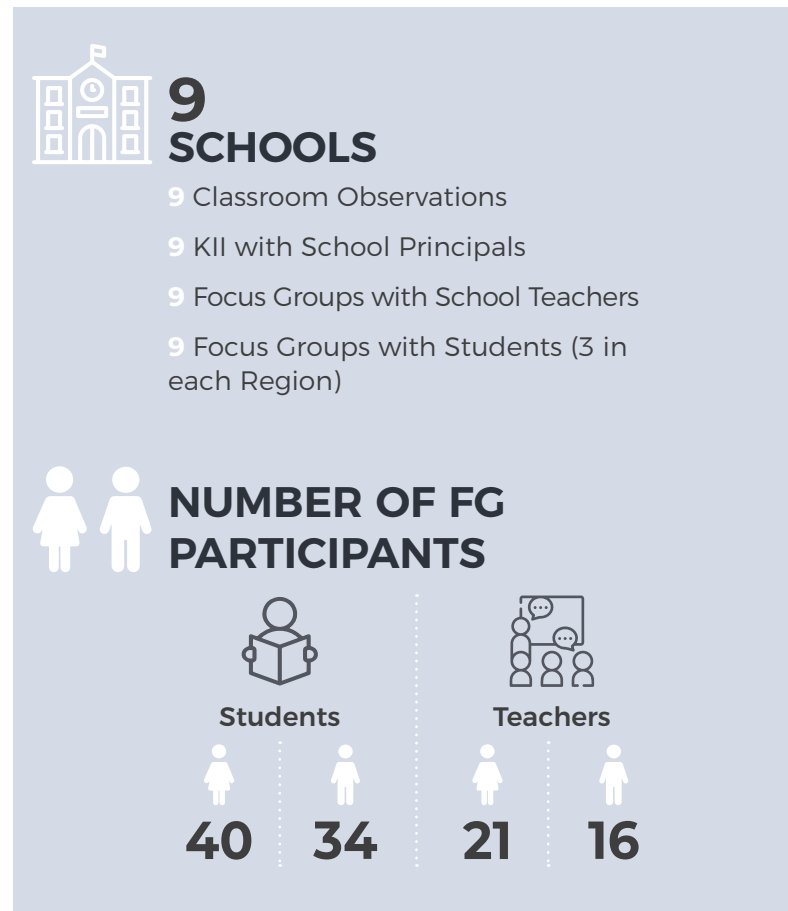**The Evaluation Team collected qualitative data through various means including:**

Key Informant Interviews (KII)

to cover all evaluation criteria but more specifically discuss issues of impact and sustainability. Those included:

With representatives from QRTA and the MoE

2 Key Informant Interviews

3 Group Interviews

- 2 with Field Directorate staff from the Supervision and Counseling Departments.
- 1 with QRTA's Academic Team

School visits

which entailed conducting interviews with the school principals*, Focus Group Discussions (FGD's), and classroom observations. A total of 9 schools were included in the sample which were selected carefully, in close collaboration with QRTA, and according to several considerations and classifications to cover gender, geographic location, training cohort/ and phase. The list of schools that were visited is included in Annex 1. The illustration below includes all details on the qualitative data collection conducted at the schools that were included in the sample:

9 SCHOOLS

9 Classroom Observations

9 KII with School Principals

9 Focus Groups with School Teachers

9 Focus Groups with Students (3 in each Region)

NUMBER OF FG PARTICIPANTS

Students   Teachers

40   34   21   16

*All of which were conducted face-to-face except for one principal in phase (2) who was on a sick leave, and so the interview was conducted virtually.

DATA ANALYSIS

In order to comprehensively answer all set evaluation questions and sub-questions, the Evaluation Team reviewed and analyzed all collected data. The team also triangulated data- where relevant and possible- pertinent to the same questions but collected through different means.

First, all data collected was organized depending on its type; For the survey, results were taken from the Zoho platform, cleaned, and organized for each individual survey question with the required disaggregation. While for each KII, FGD, and classroom observation notes were kept in their individual forms. The organized data was reflected against the agreed-on questions and sub-questions in the matrix. Each set of data under each sub-question was analyzed separately, and patterns in responses were observed and indicated for each set of data source.

LIMITATIONS TO THE EVALUATION

Qualitative assessments always have their limitations in terms of the reliability of people's perceptions, subjectivity, and accurate memory. However, the Evaluation Team believes in the value of this type of research as it provides nuances, trends and insight that could otherwise be missed. The Evaluation Team is also experienced and takes certain measures such as ensuring the data collection team is highly informed and educated of the project and its activities so that questions can be properly contextualized, and certain questions are probed to encourage participants' memory. The Evaluation Team also complements its qualitative data collection with surveys aiming to reach a bigger group of people.

CHALLENGES TO THE EVALUATION

Similar to all evaluations, this program evaluation faced a few challenges that the Evaluation Team summarizes and includes in the below table in addition to the mitigation measures the Team took to limit the impact of the limitations:

Challenge	Mitigation
The resourced and allocated time for the evaluation dictated a methodology that includes a small sample size of schools (6/121) in phase (1) and (3/38) in phase (2) and consequently limited representation of the reached population.	The methodology included several surveys, which reached and were completed by a significant number of teachers, principals, counselors, and students.
Bias in student selection to participate in FGD's (they were well behaved, high achievers, etc.).	The student survey was designed and distributed at a class wide level to mitigate selection bias.
The classroom observations are short in duration (45 minutes per class) and each teacher was only observed once, which might have contributed to some "items" within the Observation Tool being unobserved.	Triangulation of data using other relevant datasets.
Not having a baseline creates a challenge to objectively compare and measure the "change" the program inflicted.	Most questions were phrased in a manner to encourage the respondents/ evaluation participants reflect on and/or describe "change" through comparing status/ situation before and after the program.

Despite the limitations and challenges mentioned above, the Evaluation Team was able to collect sufficient data from various sources and perspectives and was also able to compare within and verify the data in order to reach solid conclusions. The Evaluation Team confirms that these limitations did not have a major effect to imply any concerns regarding the credibility of the evaluation and its findings.

KEY FINDINGS AND ANALYSIS

KEY FINDINGS AND ANALYSIS

Differences among educator position, gender, cohort, and geographic location are listed throughout the section where applicable. Otherwise, no significant differences were found.

Relevance

Evaluation Question	Evaluation Sub-questions
1. Is the program relevant considering educators' needs for delivering psychosocial support strategies and activities?	**1.1** Is the content relevant and suitable for the Jordanian culture/ context as well as national strategies/programs (particularly within MOE)?
	1.2 Is the content relevant and consistent with MoE Teacher Licensing Standards?
	1.3 To what extent is the program relevant to educators' needs in terms of improving their practices, skills, knowledge, and understanding to implement psychosocial support in meaningful ways?
	1.4 To what extent are the programs' strategies and activities applicable in educators working environments/ schools?
	1.5 To what extent did the program design consider the students' psychosocial needs?

1 Is the program relevant considering educators' needs for delivering psychosocial support strategies and activities?

The Evaluation Team found that, in general, and according to data collected from the various stakeholders, the program is relevant considering the educators' needs for delivering psychosocial support strategies and activities in their classrooms. There was wide agreement that the program is addressing a real need of teachers to acquire and implement practical strategies in support of psychosocial concepts, enabling them to properly integrate and apply their knowledge on psychosocial support in the classroom.

1.1 Is the content relevant and suitable for the Jordanian culture/ context as well as national strategies/programs (particularly within MOE)?

The Evaluation Team found that the content of the training program is relevant and suitable for the Jordanian culture as well the national strategies within the MoE. Based on the higher-level interviews conducted with QRTA and MoE representatives, it was reported that the program was designed by QRTA following discussions with the MoE in order to ensure its alignment with the national strategies and the MoE's 5-year Education Strategic Plan. A main focus during these discussions revolved around the importance of the material that should be introduced to educators with respect to psychosocial support that was considered highly needed and fills in a gap that is not being addressed by most training programs made available to MoE teachers.
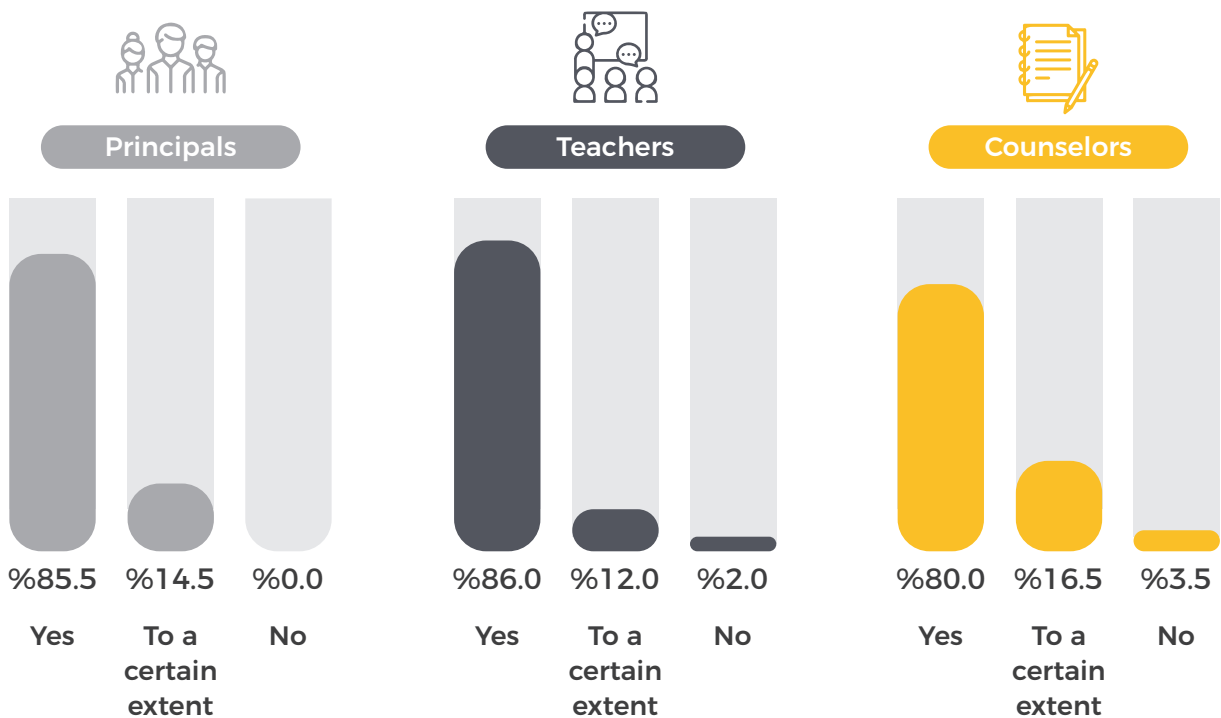
Through the interviews with principals and the FGDs conducted during school visits, the Evaluation Team found that although a few teachers expressed that they believe psychosocial wellness is not a priority on the list

of problems within the education sector, almost all other participants agreed that the program is suitable for the Jordanian culture and is aligned with Jordan's context and the national curriculum. Having said the above, it is worth noting that three out of the nine interviewed principals were unable to provide input, as they were unfamiliar with the content and program details.

Additionally, most survey respondents found that the program is aligned with the Jordanian context and curriculum, with 86% of teachers, 80% of counselors, and 85% of principals responding "yes" to the question "in your opinion, was the training program suitable and aligned with the national context and curriculum?" as illustrated in Figure 1 below.

Figure 1: In your opinion, was the program suitable and aligned with the national context and curriculum?

	Principals			Teachers			Counselors		
	%85.5	%14.5	%0.0	%86.0	%12.0	%2.0	%80.0	%16.5	%3.5
	Yes	To a certain extent	No	Yes	To a certain extent	No	Yes	To a certain extent	No

1.2 Is the content relevant and consistent with MoE Teacher Licensing Standards?

Through the higher-level KII conducted with QRTA representatives, the Evaluation Team found that the content of QRTA's Psychosocial Adaptation program is relevant and consistent with the Teacher Licensing Standards of the MoE, which is also evident through the training material documents where each module is linked to one of the MOE Teacher Licensing Standards. Furthermore, according to the higher-level interviews, the MoE was involved in the design phase of the program where QRTA presented the project and illustrated how each module is aligned and consistent with the MoE teachers' standards.

The Evaluation Team also found that the program is accredited and allows educators that successfully complete the training to receive a higher professional rank, which can only occur if the program was seen as consistent with MoE licensing standards and approved by the MoE.

Additionally, the Evaluation Team reviewed the National Teacher Standards and identified several points of synergy and consistency with the program and its objectives; namely:

Under Main Area II "Personal Philosophy and Professional Ethics" and Sub-Area 2 "Values, Attitudes and Professional Behavior"	where the standards call for the teachers to aspire to apply high standards of professional ethics and focus on building positive relationships within the school.
Under Main Area IV "Teaching and Learning" and Sub Area 3 "Learning Assessment"	where the standards call for the teachers to Implement teaching strategies based on individual differences and learning patterns, employing the classroom management that is most appropriate for the educational learning situation and the students› needs, developing students› thinking skills, and designing activities to link learning experiences with life.
Under Main Area V "Learning Environment" and Sub-Area 2 "Social Self Support"	where teachers are expected to ensure a safe learning environment according to a scientific methodology that inspires others, responds to the social and psychological needs of the students, takes into account their developmental characteristics, and promotes the desired positive behaviors to stimulate their motivation in cooperation with the school community and civil society.

1.3 To what extent is the program relevant to educators' needs in terms of improving their practices, skills, knowledge, and understanding to implement psychosocial support in meaningful ways?

The Evaluation Team found that the consensus among educators is that the training program led to a valuable gain in knowledge regarding the psychosocial needs of students and was able to improve educators' practices and skills relating to the creation of a supporting environment for the students. Through the FGDs with the teachers and counselors, it was heavily reported that teachers now practice empathy and consider students' circumstances before reacting to certain situations as a result of the training they received. The Evaluation Team also found that the training program could serve as a tool for reducing violence in schools, as one teacher said:

> " AFTER RECEIVING THE TRAINING I STOPPED STRIKING STUDENTS AS A FORM OF DISCIPLINARY MEASURE. "

Furthermore, most teachers reported that listening and problem solving were the two skills that improved the most following their participation in the program.

Moreover, according to the interviewed QRTA representative, it was found that teachers need more practical knowledge on how to implement psychosocial support into their classrooms, which is what the program heavily focuses on. The program reportedly offers many examples of situations that are likely to arise within the classroom and guides teachers on when and where to properly apply the learned skills.

1.4   To what extent are the programs' strategies and activities applicable in educators working environments/ schools?
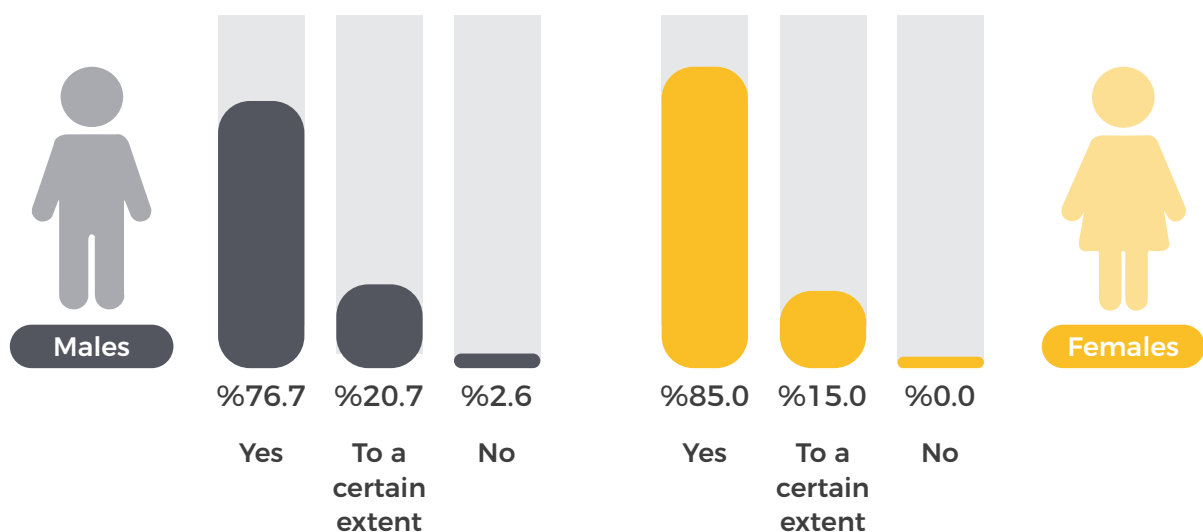
The Evaluation Team found many of the program's strategies and activities are applicable in the schools. This finding is supported by the perspectives collected through the FGDs where the majority of teachers and counselors shared that the learned strategies are practical and applicable in the classroom, acknowledging the various enabling and disabling factors that play a crucial role in their ability to apply the strategies (see details under section 2.2). Furthermore, the Evaluation Team learned that the trainers themselves revisit the schools after the dissemination of the training, and one trainer said:

> " **[THE LEARNED SKILLS] BECAME A PART OF THE TEACHERS' PERSONALITIES AND ARE SEAMLESSLY PRACTICED IN THE CLASSROOMS.** "

Similarly, the majority of the surveyed teachers agreed the program is "realistic and applicable in the classroom," however female teachers had a noticeably higher rate of agreement, as illustrated in Figure 2 below.

Figure 2: Was the training program realistic and applicable in the classrooms?

Males

%76.7	%20.7	%2.6
Yes	To a certain extent	No

Females

%85.0	%15.0	%0.0
Yes	To a certain extent	No

From the classroom observations, the Evaluation Team found that many strategies and activities are in fact applicable, particularly those covered under Modules 1 and 2. While some strategies were not observed by the Evaluation Team, primarily those pertaining to modules 3 and 4 of the training program.

A high number of practices under Module 1 were observed by the Evaluation Team (75.3% of the total 9 practices listed in the tool). Those that were most frequently observed across the 9 observed classrooms were the items corresponding to the "positive emotions" indicator;

1 Teacher interacts with students positively (smiles, speaks with an appropriate tone)

2 Teacher is approachable (students engage with the teacher easily)

3 Teacher is kind and respectful to students.

The item/practice that scored the lowest within Module 1 corresponded to the "positive emotions" indicator; Teacher asks how students are feeling with only 3 out of 9 teachers demonstrating the practice.

As for Module 2, the items that scored the highest corresponded to the "social skills indicator; Teacher manages his/her emotions well. The remaining 5 practices correspond to the indicators "managing emotions," "motivating oneself," and "empathy," were mostly not observed.

Within Module 3, teachers generally did well when it came to the indicators: "persistence" and "applying past knowledge to new situations." The remaining 8 indicators were mostly not observed, as the teachers did not get a chance to demonstrate the pertaining practices. However, 3 items were mostly not applied within the 3rd module;

1 Teacher encourages students to consider alternative points of view,

2 Teacher encourages students to communicate accurately,

3 Teacher encourages students to be curious (encourages them to ask questions). Teachers would receive short and brief answers from students and would praise them.

However, the teachers would rarely encourage critical thinking amongst students. Skills pertaining to reasoning, evaluating, and reflecting were not commonly observed. This could be attributed to the limitation of time within one lesson and the overcrowded classrooms, but also due to the lack of use of questioning amongst teachers. Assessing skills of module 3 relies heavily on the ability of the teacher to «interweave» these concepts and skills into lessons with other stated objectives, which was not observed across all classes. The majority of teachers were receiving textbook definitions/answers to their questions from students and accepting them as is, rather than encouraging responses through problem-solving or critical thinking.

Strategies under Module 4 were scarcely observed, perhaps not because they are not applicable, but because the opportunity did not present itself for the teachers to demonstrate the skill, similarly to Modules 2 and 3. The skills pertaining to module 4 are mostly applicable during specific situations, which might have not arisen during the observation sessions. An example of such item/practice is "teacher manages conflict well," as no conflicts occurred during the Evaluation Team's classroom observations. However, two items/practices that recorded a high rate of application were

1 The classroom is peaceful and well managed

2 The teacher's classroom is welcoming and stimulating.

The Evaluation Team believes that the main concern was with the strategies/activities embedded within Module 3 (Habits of Mind). Although many of the items were not observed due to a lack of opportunity, The Evaluation Team believes that many of the practices under Module 3 take time and practice in order to master.

As clearly made by the table and narrative above, the practices under module 1 were those most observed, with significantly lower percentages in the three other modules. The Evaluation Team's conclusions in that regard are:

1 Some practices, however applicable, are difficult to observe during a 45-minute session.

2 Some practices are not expected to be so frequently applied and they are included for certain situations/ circumstances that have perhaps not been present during the observation.

3 Some practices are more difficult to apply or require certain factors to enable the teachers to apply.

1.5 To what extent did the program design consider the students' psychosocial needs?

The Evaluation Team found that the program design highly considered students' psychosocial needs. This finding is strongly supported by the evidence that was shared during KIIs and FGDs with QRTA representatives and trainers which stated that a number of Focus Group Discussions with educators and students were conducted in order to identify the psychosocial needs of students and teachers prior to designing the training program.

Furthermore, through the FGDs with teachers and counselors, the Evaluation Team found that the majority of educators agreed that the program design not only considers but rather focuses on the students' psychosocial and that such a program is highly needed in Jordan's school system.

Some educators mentioned that it is especially needed now, considering the recent pandemic and the refugee population within the host community schools, as it also promotes social interaction and inclusion and aims to provide a safe and positive learning environment for all and to create positive relations among all students and with teachers.

Lastly, through the FGDs with the students, it became apparent that although they feel safe at school, physical and emotional violence is still prevalent. Some seem to be desensitized to violence in schools and view it to be "for their own good." This further supports the design of the program and its relevance to the students' psychosocial needs, as it directly strives to promote safe learning environments and promotes holistic psychological wellness.

Effectiveness

Evaluation Question	Evaluation Sub-questions
2. Is the program achieving its objectives?	**2.1** To what extent have the planned intended results of the program been achieved? And what was the quality of the training services provided?
	2.2 What were the major factors influencing the achievement or non-achievement of the program results or objectives?
	2.3 Has the training been effective in helping educators to acquire the knowledge, and skills to implement the psychosocial support practices?
	2.4 To what extent has the program effectively addressed the different and particular needs of vulnerable students by effective targeting and delivery? How were gender/learning/disability needs addressed?

2 Is the program achieving its objectives?

The Evaluation Team found that the program succeeded in achieving its set objectives in terms of reach and has shown effectiveness to a large extent when considering its ability to help the trained teachers acquire the knowledge and understanding of the concepts as well as promote the importance of the strategies and practices and their application in their classrooms. The table below lists the programs intended results, indicators, end of project targets, and current/actual completion rate.

2.1 To what extent have the planned intended results of the program been achieved? And what was the quality of the training services provided?

The table below illustrates QRTA's intended results, indicators, end of project targets, and the actual results thus far.

Result type: Input, Activity, Output, Outcome, Impact	Indicator(s)	End of Project Target	Actual
Outcomes			
1 **Teachers' practices, skills, knowledge, and understanding to implement psychosocial support improved in meaningful ways**	% of total teachers who reported integrating psychosocial s upport practices in their practices (segregated by sex)	70% of participating teachers	Yes 75% (83% females, 57% males). Somehow 22% (14% females, 40% males)*
	% of total teachers who reported improved skills in psychosocial support concepts (segregated by sex)	70% of participating teachers	90% (91% females, 89% males)*
	% of teachers reporting increasing in their professional knowledge and understanding of psychosocial support concepts (disaggregation by sex)	70% of participating teachers	91% (91% females, 89% males)*
2 **Comprehensive psychosocial support program aligned with MOE standards and approved by MOE**	QRTA Psychosocial Support Program approved by MOE and in alignment with MOE standards	100%	100%

Result type: Input, Activity, Output, Outcome, Impact	Indicator(s)	End of Project Target	Actual
Outputs			
1.1 **Materials developed in alignment with MOE Standards**	Number of training material modules developed by QRTA approved by MOE and in alignment with MOE Standards	4 training modules for teachers. 4 training modules for counselors, in addition to self-learning 7course (basic knowledge and skills) as a requirement for the program, and 1 pilot module	Completed
1.2 **Educators trained on psychosocial support program**	Number of trained educators on psychosocial support program (Segregated by position and sex)	912 Teachers 660 Counselors 126 Principals 126	Teachers: 832 Counselors: 159 MoE counseling department and educational supervision and training department (core team): 60 Principals: 159*
2.1 **Training program materials reviewed and approved/ packaged**	Number of training material modules developed/ packaged by QRTA	4 training modules for teachers. 4 training modules for counselors, in addition to self-learning course (basic knowledge and skills) as a requirement for the program, and 1 pilot module	Completed
2.2 **Approve implementation in the field**	Selection process of trainees in coordination with MOE finalized	100%	

All principals of participating schools (159) attended the mandatory awareness session.

In terms of the quality of the training services, the Evaluation Team asked survey respondents to rate the general quality of the training delivered to which most have rated very highly where the average rating among all respondents was 4.5 (out of 5). The survey continued to ask about specific elements of the training and asked respondents to rate (out of 5) the quality of the training in terms if the timing and duration, content, and trainer competency. All elements received very high ratings, the lowest being the content 4.42 out of 5 for the teacher survey. The below Figure shows the details of how highly the various training elements were rated:

Figure 3: Average ratings from Teachers' survey of trainer competence, effectiveness of training and training content, timing and duration of training sessions, and overall quality of the training program

Overall quality of training	4.45
Timing & duration of training sessions	4.42
Effectiveness of training & content	4.48
Trainer comitence	4.67

Similarly, the trained counselors' survey asked the respondents to rate (out of 5) the quality of the training in terms if the timing and duration, content, and trainer competency. The Evaluation Team found that counselors rated every item noticeably lower when compared to the trained teachers. The highest two ratings were 4.37 and 4.18 for trainer competence and effectiveness of training and content, respectively. Figure 4 below illustrates all four average ratings received by the surveyed trained counselors.

Figure 4: Average ratings from Counselors' survey of trainer competence, effectiveness of training and training content, timing and duration of training sessions, and overall quality of the training program

Overall quality of training	4.10
Timing & duration of training sessions	3.95
Effectiveness of training & content	4.18
Trainer comitence	4.37
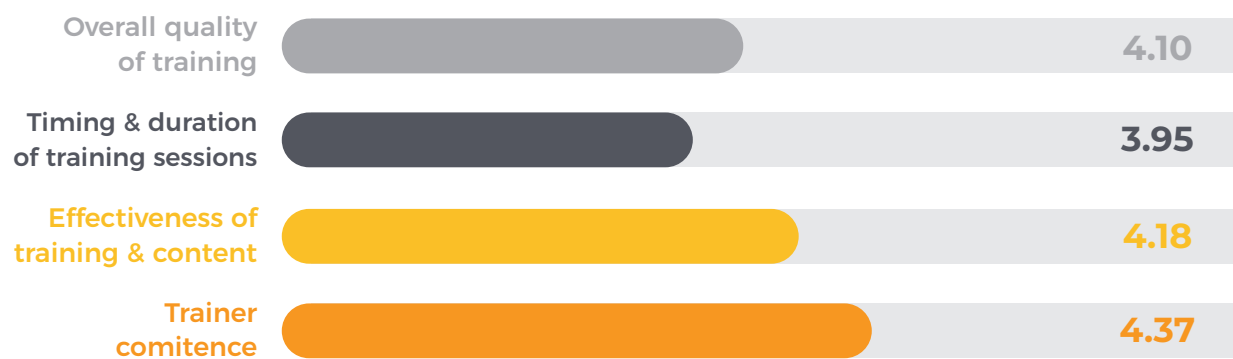
These findings were reinforced during the FGDs with the trained educators. The Evaluation Team found that the main complaints regarding the training were regarding the online delivery method where most participants prefer face-to-face sessions based on their belief of their higher effectiveness but more importantly, the way to avoid technological difficulties such as accessing the platform and insufficient internet speed. However, the Evaluation Team received confirmation via the KII with the QRTA representative that they are aware of the issue and taking the necessary measures to address it.

2.2 What were the major factors influencing the achievement or non-achievement of the program results or objectives?

Through the various data collection methods implemented, the Evaluation Team was able to sum up the enabling and disabling factors influencing the achievement of the program results and objectives with the ones that were most frequently mentioned. The factors that were:

Enabling Factors	Disabling Factors
• The timing of the program (post-pandemic). • The program is not subject or grade specific and therefore it is considered relevant to all teachers/ counselors. • The program is accredited and contributes to the attainment of higher ranks for both teachers and counselors. • Small class sizes (reasonable number of students in class). • Enabling school environment (i.e. support and similar implementation of practices from principals, counselors, and teachers throughout the school). • Comprehensive material/ content of the program.	• Having peers who are untrained and unknowledgeable/ unsupportive of the program and what it advocates for. • Several teachers believed that addressing psychosocial wellness is not a priority, and that other issues within the sector need to be addressed first. • Parents' view on psychosocial wellness as secondary or nonessential. • Large classroom size.

2.3 Has the training been effective in helping educators to acquire the knowledge, and skills to implement the psychosocial support practices?

The Evaluation Team found that, overall, the training has been effective in helping educators acquire the knowledge and skills to implement the psychosocial necessary support, yet there is a need for providing teachers with more enabling environments that would help guarantee higher and more consistent application of the practices in the classrooms.

The consensus among the trained educators through the FGDs is that the training has been effective in this regard. Several teachers reported that not only has their knowledge and

skills increased due to the training, but they are now also making a conscious effort to understand and take into consideration the students' conditions before reacting to situations. Furthermore, many teachers reported that the training program has led them to "think outside the box" when problem solving, as well as allowed them to gain "patience and understanding when approached by students."
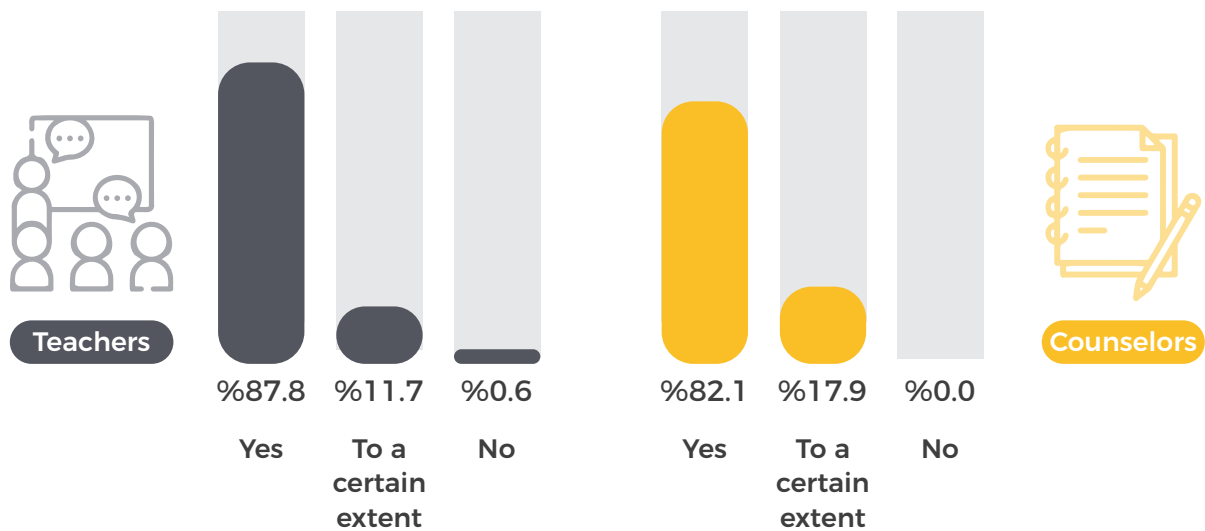
In regard to the program's effectiveness in helping teachers acquire the skills, through the classroom observations, we found that the application of skill varied across the different modules potentially due to different factors including:

02

The teachers' inability to acquire certain skills.

03

Teachers outlook on these skills as supplementary or nonessential for learning.

04

Teachers outlook on these skills as standalone activities that require additional effort and material and not as an integrated practice in their frequent interaction with students.

01

Disabling factors in the classroom or school.

05

Lack of awareness among students regarding the concept of psychosocial wellbeing.

06

Lack of awareness among teachers who were not part of the training, and who, as perceived by some, hinder the application and perceived effectiveness on students.
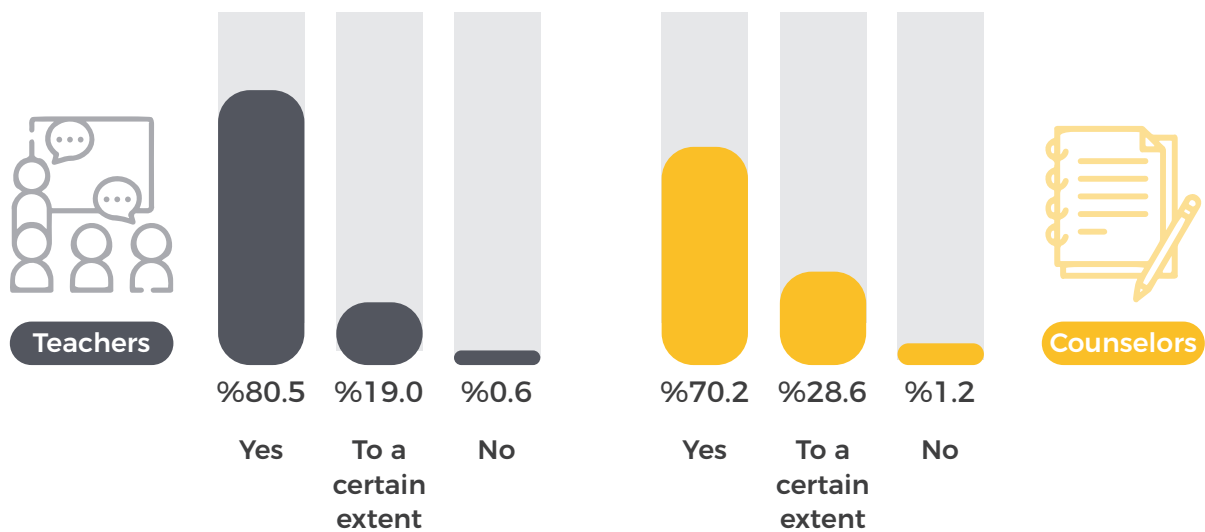
According to the survey responses from teachers and counselors the program was effective in increasing their knowledge and skills pertaining to psychosocial support, as illustrated in Figure 5 below.

Figure 5: Has your knowledge regarding psychosocial support increase as a result of the training program?

Teachers			Counselors		
%87.8	%11.7	%0.6	%82.1	%17.9	%0.0
Yes	**To a certain extent**	**No**	**Yes**	**To a certain extent**	**No**

Similarly, surveyed teachers and counselors were asked if the training program was effective in increasing their skills pertaining to psychosocial support, to which the majority responded to with "yes" or "to a certain extent," as illustrated in Figure 6 below.

Figure 6: Have your skills pertaining to psychosocial support increased as a result of the training program?

Teachers			Counselors		
%80.5	%19.0	%0.6	%70.2	%28.6	%1.2
Yes	**To a certain extent**	**No**	**Yes**	**To a certain extent**	**No**

2.4 To what extent has the program effectively addressed the different and particular needs of vulnerable students by effective targeting and delivery? How were gender/learning/disability needs addressed?

The Evaluation Team found that the program can be helpful in specifically addressing the needs of vulnerable students, although it does not specifically target that demographic of students. Through the FGDs, the Evaluation Team found that most trained educators agreed that the program helps address the needs of refugee students and students with learning difficulties, as it could be argued that many of the program's practices are especially relevant to these demographics of students. It was reported by some counselors that some students exhibit withdrawal behavior and low self-esteem, which the newly implemented skills can address. However, how the educators address the needs of vulnerable students is limited. For example, one of the schools informed the Evaluation Team of a student who they described as having "something wrong with him," yet The Evaluation was told that no support was being offered to better understand what the student's challenges were.

Moreover, through the FGDs with students, it was reported that teachers tend to consider individual differences in learning amongst students and would offer to elaborate or clarify on the material when a student is not catching on. Furthermore, many students reported that their teachers are willing to spend time outside of the class to offer support to students that need it. Through the Evaluation Team's classroom observations, it was noticed that the most widely used strategy among teachers was repetition of information and encouraging student participation. However, in regard to employing activities that consider individual differences (Distraction, Hyperactivity, and Impulsivity), this was not as readily observed. This was observed by the Evaluation Team once during a one-on-one lesson by a special education teacher.

Impact

Evaluation Question	Evaluation Sub-questions
3. What difference is the program making in creating an improved inclusive, safe, and enabling learning environment in targeted schools which facilitate students' well-being?	**3.1** What real difference/change has the program made in creating improved inclusive, safe, and enabling learning environment and improved students' wellbeing in targeted schools?
	3.2 How and to what extent have the program strategies and activities contributed to creating an inclusive learning environment and improved students' wellbeing?
	3.3 What real difference/change has the program made in equipping educators with practices, skills and knowledge needed to create improved inclusive, safe, and enabling learning environments?
	3.4 To what extent have the program's activities helped upgrade and scale up the psychosocial support program to support MOE goals to create inclusive, safe, and enabling learning environments in schools in Jordan in alignment with Teacher Licensing Standards?

3 What difference is the program making in creating an improved inclusive, safe, and enabling learning environment in targeted schools which facilitate students' well-being?

The Evaluation Team believes the program is capable of creating an improved inclusive, safe, and enabling learning environment for students. Many of the trained educators, including principals, teachers, and counselors, attested to the program having made a noticeable difference and is contributing to a positive change- not only in the classroom and the wider school but also on their personal lives. Increased motivation, participation, well-being, and improved learning were the most mentioned changes seen in students.
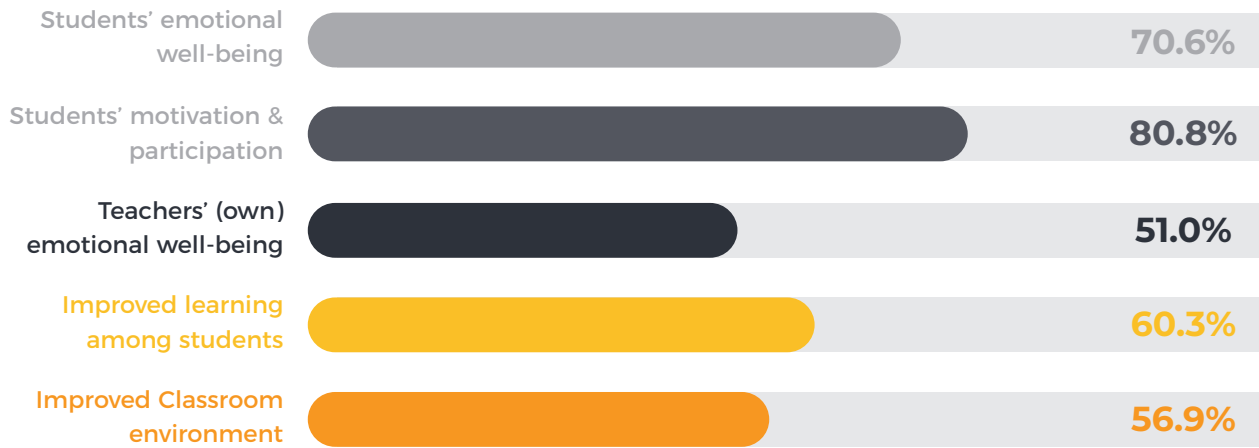
This conclusion is reliant on the evaluation participants' perspectives on the "difference" the program is contributing to rather than an objective verification or comparison against a baseline (which is unavailable and was not collected at the beginning of the program).

3.1 What real difference/change has the program made in creating an improved inclusive, safe, and enabling learning environment and improved students' wellbeing in targeted schools?

According to the FGDs with the trained educators, as well as the KIIs with school principals, the program has noticeably contributed to a positive change. According to the surveys, teachers have selected "students' motivation and participation", "students' emotional well-being", and "improved learning" most frequently when they were asked what changes they have noticed/observed as a result of the program, as illustrated in Figure 7 below.
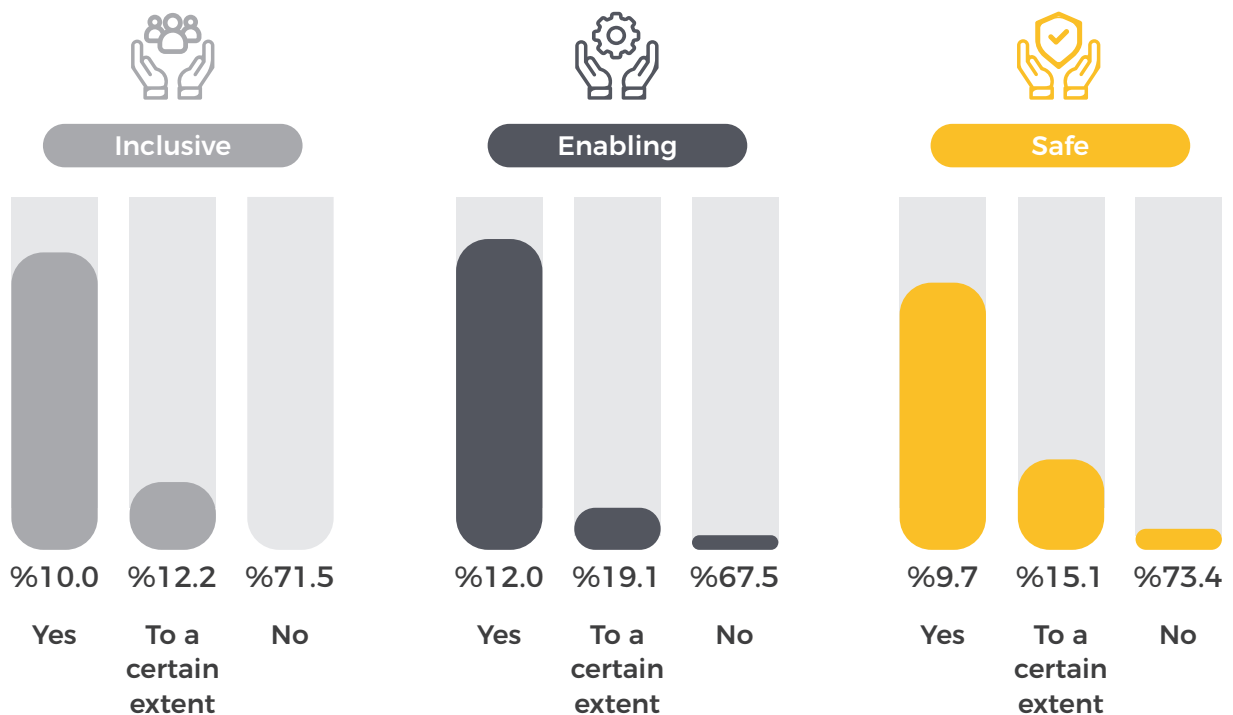
Figure 7: What changes, if any, have you noticed as a result of the application of learned practices through the training program?

Students' emotional well-being	**70.6%**
Students' motivation & participation	**80.8%**
Teachers' (own) emotional well-being	**51.0%**
Improved learning among students	**60.3%**
Improved Classroom environment	**56.9%**

Furthermore, according to the student survey, the vast majority (a total of 90%) of 552 surveyed students responded with "yes" or "to a certain extent" regarding their classroom/school environment being safe, enabling, and inclusive, as illustrated in Figure 8 below, which are results that the program may have contributed to.

Figure 8: Students' perception regarding their classroom being inclusive, enabling, and safe.

Inclusive			Enabling			Safe		
%10.0	%12.2	%71.5	%12.0	%19.1	%67.5	%9.7	%15.1	%73.4
Yes	To a certain extent	No	Yes	To a certain extent	No	Yes	To a certain extent	No

However, The Evaluation Team has noted from the FGD's with trained educators that the changes most frequently shared and reported were at the classroom level and when asked about that, educators believed that when considering the

impact on the "learning environment," the whole school must be considered and perhaps a larger number of teachers needs to be trained at any given school in order to see wider spread impact. One teacher said,

> " IT IS ALMOST IMPOSSIBLE TO CREATE THIS TYPE OF CHANGE ACROSS A SCHOOL WITH HUNDREDS OF STUDENTS WHEN ONLY 4 TEACHERS HAVE RECEIVED THE TRAINING. "

Moreover, the Evaluation Team found that there is no coherent and structured psychosocial support system within the schools which could also limit the "impact" any number of teachers are trying to achieve. There are inconsistent definitions and understanding of some of the training

concepts, absence of a code of conduct, weak or no referral systems in place, weak or no counseling services, and limited engagement of parents, which can all be considered factors that limit the scale and depth of impact that can be actualized as a result of the training.

3.2 How and to what extent have the program strategies and activities contributed to creating an inclusive learning environment and improved students' wellbeing?

The Evaluation Team found that the training program is capable of creating change that contributes to an inclusive learning environment and improved students' well-being. Through the FGDs with the teachers and counselors, it was shared that the implication of the practices learned from the training program is causing a noticeable change within the classroom itself, with more students being engaged and participating.

When the surveyed teachers were asked about the changes that occurred in the classroom due to the implementation

of the skills they learned, "improvement in students' well-being" was selected by 70.6% of the respondents and "improvement in the classroom environment" was selected by 56.9%, as illustrated in Figure 7 above.

This was also noticeable during the classroom observations where the teachers clearly made a conscious effort to create an inclusive learning environment, particularly through encouraging participation, as well as promoting an environment where students help one another with solving problems and understanding the material.

3.3 What real difference/change has the program made in equipping educators with practices, skills and knowledge needed to create improved inclusive, safe, and enabling learning environments?

All evidence collected leads the Evaluation Team to the conclusion that a real change has been made as a result of the program in equipping educators with the knowledge, skills and practices (as detailed under sub-evaluation question 2.3) which everyone had attested that the training, through its superior quality in terms of the material as well as the trainers, has successfully equipped the teachers with the practices and strategies that are relevant to supporting students' psychosocial needs.

Evidence has also shown that the teachers' acquisition of the needed knowledge and skill has been demonstrated through actual and observable practices and strategies in the classroom (most noticeable those covered under Module 1 and to a lower extent those under Modules 2, 3 and 4). Feedback collected from those in the schools supports the notion that the

training program is contributing to the overall improvement (real difference/ change) of the classroom environment where several teachers reported that they are now attempting to build relationships with students, especially those with disabilities or have gone through hardship, in order to create a safer and more inclusive environment. Furthermore, many teachers reported that they now reflect on and consider all teaching methods that best meet their students' varying needs and abilities.

The Evaluation Team came to the conclusion that many of the students within the FGDs agreed that their teachers make an effort to create a safe, inclusive, and enabling environment. One student stated that when they give out a wrong answer their teacher "does not say that the answer was incorrect, but rather partially. [The teacher] then guides us to reach the correct answer and encourages us to work and study harder to improve."

3.4 To what extent have the program's activities helped upgrade and scale up the psychosocial support program to support MOE goals to create inclusive, safe, and enabling learning environments in schools in Jordan in alignment with Teacher Licensing Standards?

Through the interviews with MoE representatives, although no specific goals to create inclusive, safe, and enabling learning environments in schools of the ministry were mentioned, it was made clear by the interviewees that enhancing psychosocial support and integrating it into the school system is viewed as vital and a focal objective for the MoE.

The interviewees stressed that the program's

objectives are aligned with those of the ministry with the MoE and QRTA working closely together throughout the design phase of the Psychological Adaptation Skills Program During Crises and Emergencies program. Furthermore, the MoE interviewees expressed that there is much interest in a handover of the project, for which the process has started, in order for the MoE to take over and aid in the expansion of the project to allow reaching all educators in the country.
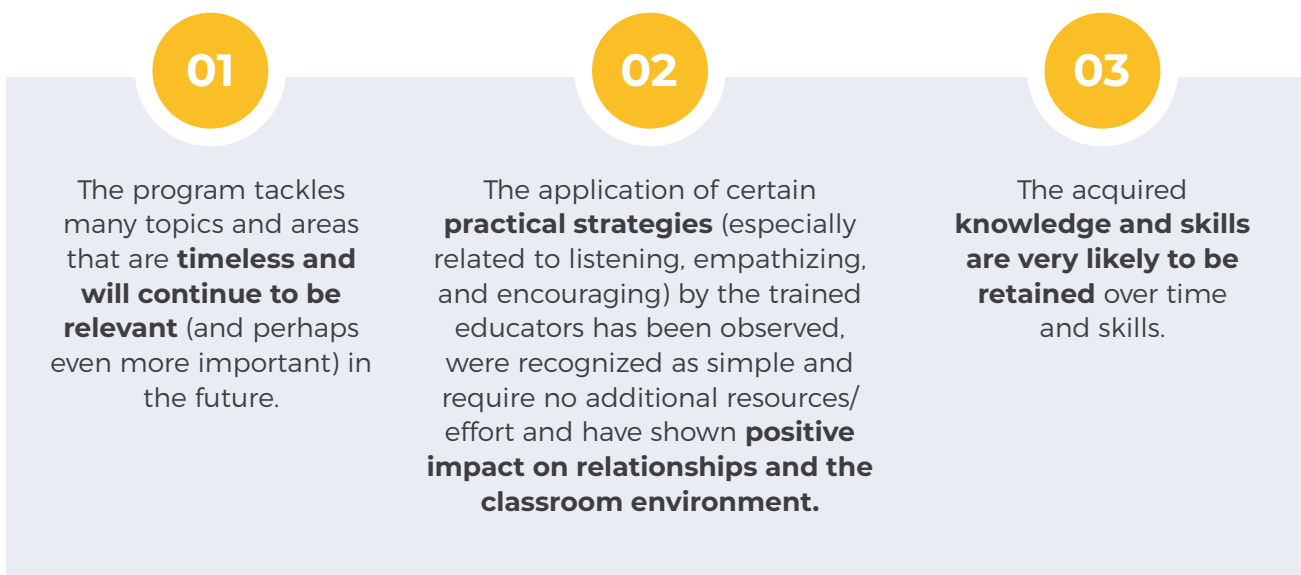
Sustainability

Evaluation Question	Evaluation Sub-questions
4. Can the benefits, if any, of the program be sustained?	**4.1** What are the strengths, weaknesses, opportunities, and threats (SWOT) of the program in terms of long-term viability and sustainability as a professional development program specialized in psychosocial support?
	4.2 Will the acquired program practices and skills continue to be useful and relevant in the future (or will they be redundant in the future)?
	4.3 What conclusions can be drawn regarding the approach to sustainability and expansion as used? Can the program be replicated? What are the issues and options related to the feasibility for replication and expansion?

4 Can the benefits, if any, of the program be sustained?

The Evaluation Team concludes from the different data sources that the benefits of the program will most likely be sustained for the following reasons:

01

The program tackles many topics and areas that are **timeless and will continue to be relevant** (and perhaps even more important) in the future.

02

The application of certain **practical strategies** (especially related to listening, empathizing, and encouraging) by the trained educators has been observed, were recognized as simple and require no additional resources/ effort and have shown **positive impact on relationships and the classroom environment.**

03

The acquired **knowledge and skills are very likely to be retained** over time and skills.

Having said the above, and in regard to longer-term persistence and sustainability of the benefits of the program, the Evaluation Team thinks that there is a need for a coherent and structured psychosocial support system established at the school level by the Ministry of Education, including perhaps consistent definitions and understanding of the relevant concepts (examples: consistent code of conduct, referral system, counselling services, engagement of parents, clear processes and procedures for all the above, etc.). These support functions will assist such a program and the trained teachers more efficiently and effectively achieve deeper and longer-term benefit to their students.

4.1 What are the strengths, weaknesses, opportunities, and threats (SWOT) of the program in terms of long-term viability and sustainability as a professional development program specialized in psychosocial support?

The table below lists the strengths, weaknesses, threats, and opportunities of the program, compiled from all data collection sources used by the Evaluation Team:

STRENGTHS

- Quality and competency of trainers.
- Quality and content of the curriculum.
- Engaging and interactive sessions.
- Relevant to educators' and students' needs.
- The program offers practical implementation and knowledge sharing especially with face-to-face sessions.
- The program is accredited from the MOE and allows educators to progress in their ranking.
- Content is not age, grade or subject specific.

WEAKNESSES

- Online delivery method is not preferred.
- The program currently targets schools with counselors, which marginalizes schools with no counselors (that might be in greater need for such programs).

THREATS

- Structural weaknesses at the MoE school level (such as large classroom size, workload on teachers, shortage of counselors) that will affect how successfully impactful and sustainable the program is.
- Absence of a systemic framework at the MoE in support of psychosocial support and wellness.
- Unsupportive mentalities and mindsets that do not consider psychosocial wellness as a priority

OPPORTUNITIES

- Interest of donors and the MoE in psychosocial support
- Integration of QRTA's training program modules into the in-service and pre-service teacher trainings.
- This training program is only one currently offering accredited Professional Development for school counselors allowing for advancement in their respective career paths.

4.2 Will the acquired program practices and skills continue to be useful and relevant in the future (or will they be redundant in the future)?

The Evaluation Team found that all stakeholders believed that the program and its contributions are relevant now and will remain relevant, rather necessary, in the future. School principals, teachers, counselors, and MoE representatives were all asked if they believe that the program should continue and be rolled-out to all schools within the nation, to which all, with no exception, participants responded "yes" which is testament to their belief of the importance of such a program and its relevance to educators now and in the future.

4.3 What conclusions can be drawn regarding the approach to sustainability and expansion as used? Can the program be replicated? What are the issues and options related to the feasibility for replication and expansion?

Through the KII with the MoE representative, the Evaluation Team found that the sustainability aspect of the program may need some attention. The main issues revolve around:

01
The financial capacity of the MoE to cover cost of training all counselors and teachers nation-wide.

02
The management capacity of the MoE to scale and roll-out the program, especially with the entailed logistics.

03
The technical capacity of the MoE to maintain the same level of quality of the program.

It was reported by the interviewed MoE representative that a suggestion was made to QRTA to train the heads of counseling departments/supervision to become trainers, allowing them to train the rest of the counselors which could be considered during the development of the "handover plan" that QRTA had already started discussing with the MoE.
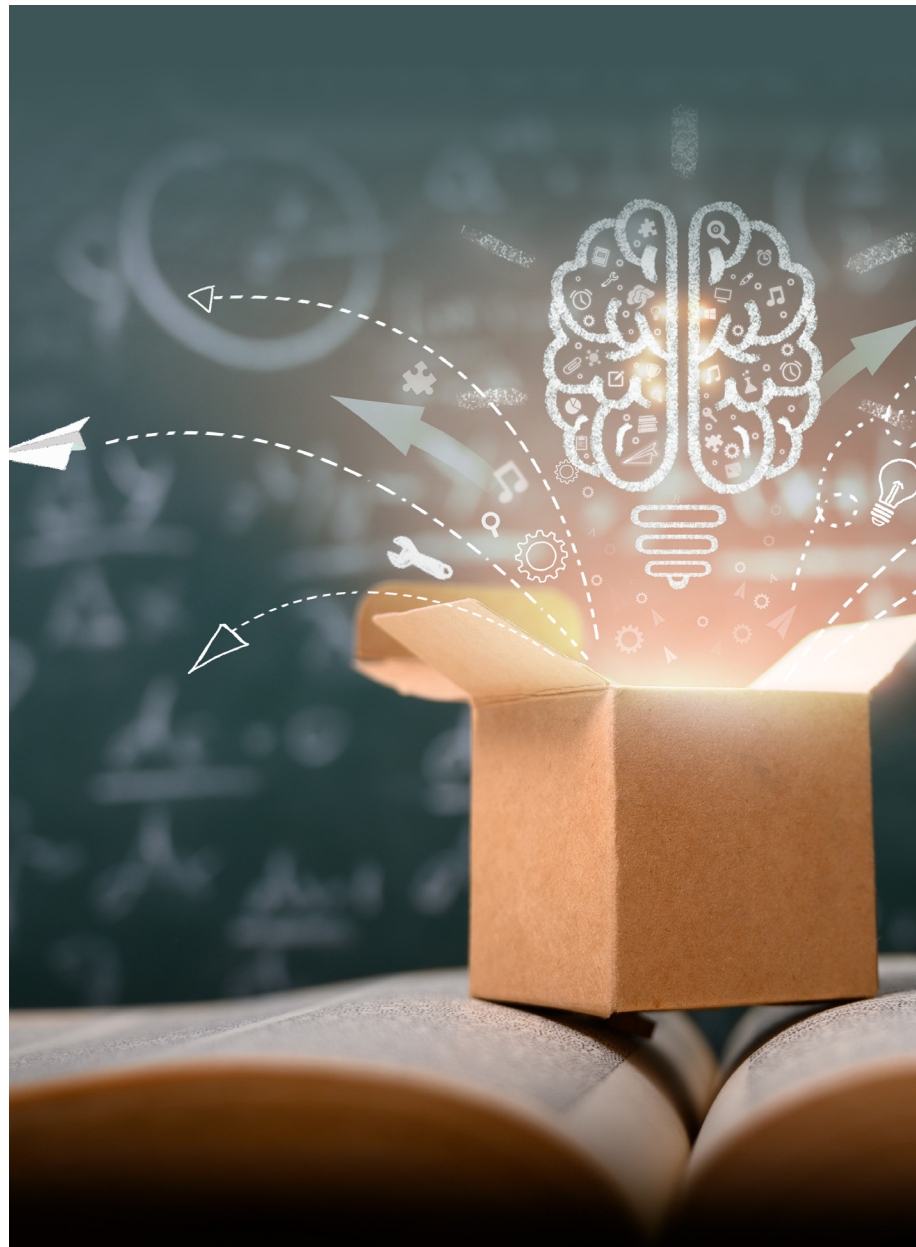
LESSONS
LEARNED

PROGRAM DESIGN

Having competent trainers is essential and directly linked to reaching results and achieving the objectives of any training.

Having the training program be accredited to help educators in their promotion and progression of career paths is critical.

PROGRAM IMPLEMENTATION

› Although the program has exceeded its targets in terms of number of trained educators, the Evaluation Team believes that most, if not all, educators within one school should receive the training in order to create a true change within the learning environment.

› Through the evaluation of the program, it was learned that school principals, Heads of Counselors, and Heads of Supervisors have a limited role when it comes to the implementation of the program. Increasing their involvement may be beneficial towards reaching the program's overall objective.

› Students, parents, and community members cannot be excluded from the implementation and need targeted activities to establish consistent understanding of the concepts, as well as an appreciation for the importance of the program.
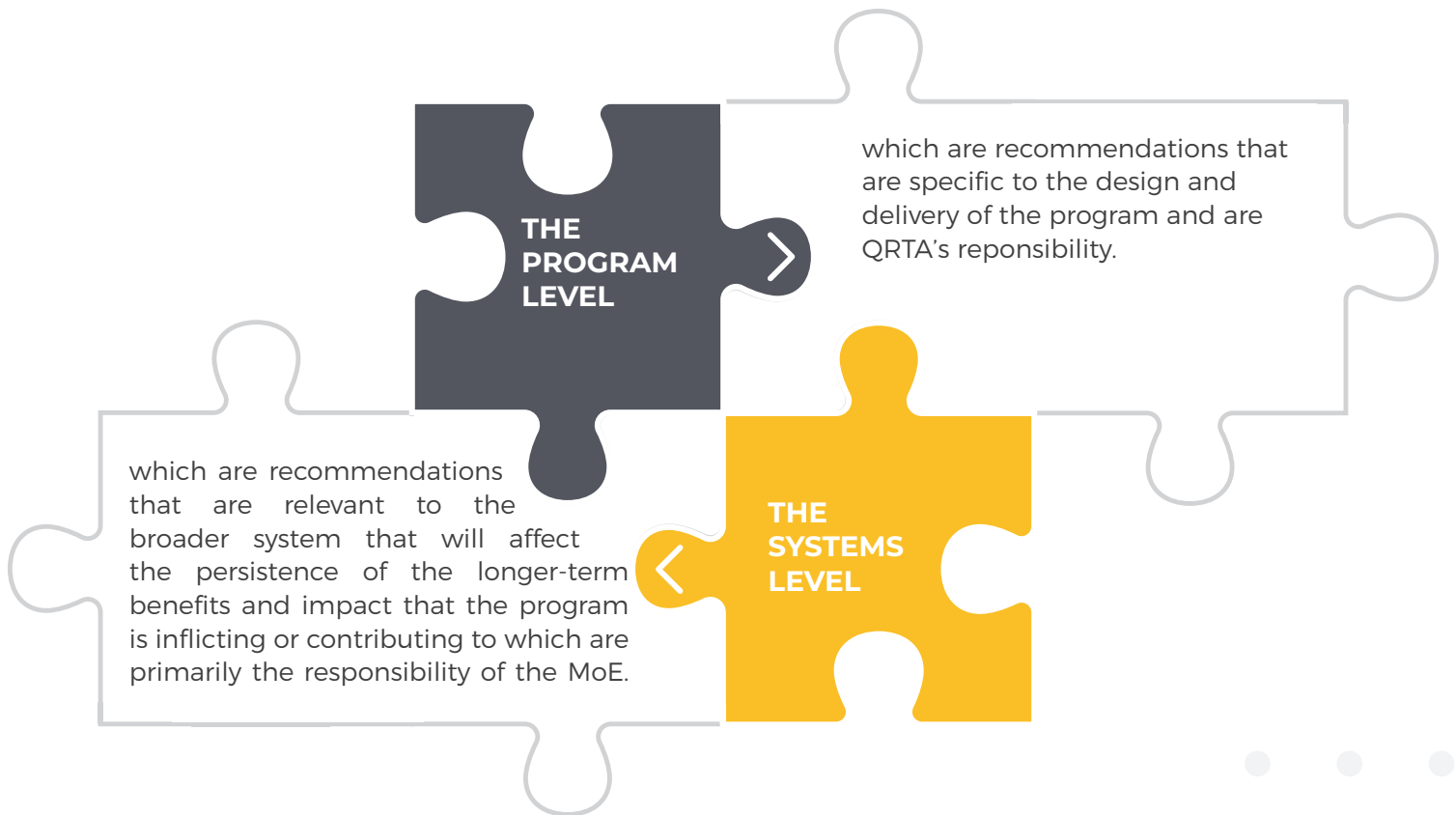
RECOMMENDATIONS

RECOMMENDATIONS

The following evidence based critical and strategic recommendations were informed by the evaluation findings and derived from the extensive data that was collected from the key stakeholders and analyzed. The Evaluation Team listened carefully to all individuals who participated in the evaluation; and in the formation of the recommendations paid specific attention to the shared successes, barriers and bottlenecks, perceived weaknesses and strengths of the program and accordingly devised the recommendations.

THE RECOMMENDATIONS ARE PRESENTED AT TWO LEVELS:

THE PROGRAM LEVEL

which are recommendations that are specific to the design and delivery of the program and are QRTA's reponsibility.

which are recommendations that are relevant to the broader system that will affect the persistence of the longer-term benefits and impact that the program is inflicting or contributing to which are primarily the responsibility of the MoE.

THE SYSTEMS LEVEL

Program Level Recommendations (through longer term program cycles)

Recommendation	Timeframe	Responsibility
Plan towards reaching and training a larger number of teachers per school to aid in changing the whole learning environment positively, not just the classroom.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
Design and plan for the provision of continued practical support for teachers and counselors after they have completed the training. This can be in the form of QRTA trainers conducting mentorship and observation visits that would ensure educators are supported while implementing what they learned in their schools and would also provide the opportunity for putting in place simple but important quality assurance measures for QRTA to benefit from.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
Plan for deeper and targeted activities toward the inclusion and engagement of students and parents/ community members to contribute to their awareness and understanding of psychosocial wellbeing, its impact on everyone (specifically students) and its importance within schools. This could be done through conducting workshops, extra-curricular activities and/or sending out messages/ tips/ videos, etc.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
Development of a short and targeted training module for principals where their leadership role is emphasized, and clear support expectations and functions are covered in a practical manner in order to equip them to complement efforts being made at the school level toward healthier and more inclusive learning environments.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary

Systems Level Recommendations

Recommendation	Timeframe	Responsibility
The MoE to establish support systems and functions that promote psychosocial wellbeing (code of conduct, referral system, counseling services, engagement of parents, clear processes, and procedures for all the above, etc.). The relevant policies/ by-laws and regulations need to be developed and/or revised in support of the recommendation.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary
The MoE to review the "360 Evaluation" form for teachers, principals, and counselors in order to add indicators that support the implementation of this program and are consistent with the National Teacher Standards.	Medium Term	MoE with the support of concerned partners
The MoE to explore the possibility of integrating the training into the modules of the Pre-Service Teacher Education (PSTE) higher diploma program as well as the in-service diploma for newly hired teachers.	Immediate action toward implementation in the short term	QRTA in coordination with MoE as necessary