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Overcoming Traumata with Waldorf Pedagogy

Evaluation of the UNICEF/FWE Project:

Enhancing Education Quality for Internally Displaced Persons
in Berseve I & II Camps within Governorate of Duhok,
Kurdistan Region of Iraq



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Acronyms

BES	Basic Education School
CFS	Child Friendly School
DAC	Development Assistance Committee
FGD	Focus Group Discussions
IDPs	Internally displaced persons
IG	Iraqi Government
IKR	Iraqi Kurdistan Region
ISIS/IS	Islamic State of Iraq and Levant
KII	Key informant interview
KRG	Kurdistan Regional Government
M&E	Monitoring and Evaluation
MIS	Management Information System
PTSD	Post Traumatic Stress Disorder
PTA	Parent-Teacher Association
PSS	Psychosocial Support
SIP	School Improvement Plan
UNICEF	United Nations Children's Fund

Executive Summary

This report provides findings from the end-of-project evaluation of Friends of Waldorf Education (FWE)'s project "Enhancing education quality for Internally Displaced Persons in IDP camps (Berseve I & II) within the governorate of Duhok, Kurdistan Region of Iraq." FWE implemented this project from April 2015 until the end of December 2015 with the support of UNICEF Iraq for Iraqi internally displaced persons (IDPs), predominantly from the Yazidi minority, who were involuntarily displaced, because of violence across the country, from their homes in Sinjar district and surrounding areas, west of Ninewa governorate in August 2014.

The report has been prepared to reflect the results of this independent evaluation of the psychosocial support and emergency pedagogy activities implemented by FWE for the displaced community, particularly schoolchildren and young students, teachers, and parents who have been temporarily accommodated in two camps (Berseve I and II), established about 16 km to the east of Zakho town in November 2014.

The evaluation was conducted through a consultant (the author) from 15 November 2014 until the end of 31 January 2016, and aimed to: (i) determine significance of the UNICEF/FWE project and assess its impact on the target groups, (ii) identify areas for strengthening and improving the project, and (iii) guide potential FWE interventions through providing recommendations to help design similar projects in the future.

Findings of this evaluation indicate usefulness of the psychosocial support and pedagogy methods implemented by FWE through recreational and extra-curricular activities and the continued need of the people especially children from the displaced community to this type of intervention. They also identify a number of key areas of concern and propose a set of recommendations that should be taken into consideration, amongst which is the need to ensure sustainability of impact of the future psychosocial interventions through self-help and self-practice at the part of the beneficiary individuals and the target schools. The report outcome is expected to help design more effective interventions for the displaced communities and to lay the ground for a long-term engagement in the region.

This report includes six sections. *Section 1* provides an introduction to the project, used intervention approaches, and achievements. *Section 2* presents background information of the conflict that caused displacement of the target group, subsequent traumatic and other psychosocial consequences inflicted upon them, as well as a theoretical introduction to trauma. *Section 3* provides an overview of the evaluation approach including data collection and analysis methods, while *Section 4* presents an explanation of that approach. *Section 5* provides analysis, evaluation and interpretation of the results. *Section 6* summarizes conclusions of about the evaluation findings including project approaches and impact, and the perceived need for further pedagogical interventions. *Section 7* presents findings and overarching recommendations that can be used to guide similar FWE psychosocial and pedagogical interventions.

1. INTRODUCTION

1.1 Project Concept, Objectives and Results

The main goal of the project was to integrate psychosocial support (PSS) for children and teachers in the education response to the emergent situation of the IDPs and frame educational institutions as Child Friendly Schools (CFSs) for them. This aimed to mitigate the impact of trauma and other psychosocial disorders on the displaced schoolchildren and teachers who have experienced armed conflict, violence and deportation in their original communities and promote their psychosocial recover and wellbeing.

The project was part of United Nations Children’s Fund’s (UNICEF) wider back to school campaign to encourage children to return to formal education. It aimed to develop quality learning within selected camp level in support of the national education strategy of the Iraqi Government (IG) as well as Kurdistan Regional Government (KRG) by providing PSS to schoolchildren and supporting school teachers and project local staff to offer this assistance.

It initially planned to target 5,541 children and young students of grades 1-12 at Basic Education Schools (BESs) and high schools, and 720 adults (400 teachers, 80 parent-teacher association “PTA” members and 240 student parents) as direct beneficiaries (Please refer to Table 1). The students were initially accommodated in four tented and four prefabricated schools established by UNICEF. The project covered five schools – four BESs and a preparatory school – all officially and currently affiliated to Iraqi Kurdistan Region (IKR).

The project was designed to produce the following expected results:

400 teachers/other education personnel trained on PSS, CFS and inclusive education

This training included theoretical background of trauma and practical workshops on interactive education, how to deal with traumatised children, importance of rituals, repetitions and rhythms, clean and healthy school environment, positive discipline, gender equivalence, and non-violent discipline.

320 of PTA members and community members trained by programme interventions

Training included three main components: PSS, CFS and inclusive education - emergency Pedagogy (PSS), community school and CFS approach, non-formal education, rights and needs of children with disabilities, parent counseling, and group discussion.

School Location	Grade 1-3 (6-8 years)			Grade 4-6 (9-11 years)			Grade 7-9 (12-14 years)			Grade 10-12 (15-17 years)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Berseve I camp	325	355	680	305	445	750	166	299	465	91	191	282
Berseve II camp	410	462	872	330	478	808	199	331	530	89	219	308
Non-camp: Berseve							242		242	242		242
Non-camp: Soz							130	232	362			
Total			1552			1558			1599			832
	5541											

Source: UNICEF Education Emergency Data, Duhok, 21 January 2015.

Note: Provision of children PSS services and teacher training for schools outside the two camps depended on request from the educational authorities.

8 PTAs supported

Plan included forming and strengthening 8 PTAs to enhance parents' participation at school, participatory/decentralized School Governance, gender-sensitive schools, development of school improvement plan (SIP), democratize guidelines, and community approach.

5,760 children and youth received PSS, recreational and extra-curricular activities

These include artistic activities (e.g. painting, drawing), plastic-therapeutic therapy, healing movement (Eurythmy), experiential pedagogy, curative pedagogy, storytelling, and circus pedagogy.

1.2 Project Approaches

1.2.1 Waldorf Education as Emergency Education

Psychosocial interventions after traumatic events usually follow three phases: Acute intervention (peri-traumatic intervention [first emergency help]); psychological stabilizing (emergency psychological intervention within the first four weeks); and therapy/rehabilitation (trauma treatment phase, integration phase). Emergency educational interventions are important for supporting a traumatised child through stabilizing measures. Strengthening child's self-confidence, self-control, and self-reliance provides the child with an opportunity to develop reliable relationships. In addition, creating a healing and supportive atmosphere contributes to strengthening the child's whole constitution. Both can stimulate the self-healing processes.

FWE Emergency Pedagogy addresses psychologically traumatised children and adolescents to ensure psychosocial stabilization of the victims by helping them to process the traumatising experiences they have had to live through and eventually integrate stressful events into their biography.

The holistic approach of Waldorf Education is based on the principles of child development, which is defined as the gradual psychological and social changes that children make as they mature. Psychosocial development "*consists of the psychological aspects of human development - the capacity to perceive, analyze and learn from experiences, understand oneself and others, and experience emotion and social development - the ability to form attachments, especially to caregivers and peers, maintain satisfying reciprocal social relationships, and to learn and follow the social codes of behavior of one's own culture*".¹ Therefore, this approach is suited as a basis for emergency educational intervention, especially when supplemented by specific artistic therapies. The child's inner resources of renewal that are submerged through trauma can be re-activated and emancipated during structured phases of learning and play, free creative play, and creative cultural activity.²

According to the principles of Waldorf Education as emergency education as well as psychosocial first aid, a child needs educational help to deal with trauma of a potential stabilizing effect. Emergency Pedagogy activities conducted under the UNICEF/FWE project included leisure time, games, and recreation - an approach that embraced whole children-community with a foreseen impact on each

¹ Duncan, Joan & Arntson, Laura (2004). Children in Crisis: Good Practices in Evaluating Psychosocial Programming. Save the Children Federation, Inc.

² Bernd R u f. When the world collapses. Emergency pedagogical interventions for psychologically traumatised children in crisis regions.

individual child. This individual impact was the core of improving wellbeing of the displaced children who were at different learning levels due to the conflict, as well as the system of quality education.

1.2.2 Waldorf Pedagogy and CFS Model Approaches

Many traumatised children develop abnormal behavior and learning disorders through showing a lack of concentration, aggressive or unsociable behavior, often with the tendency not to follow school rules and regulations. These symptoms were evident among many of the displaced schoolchildren especially at the early period of displacement. The young children could develop changes in habits and behavioral patterns including withdrawal, closing up and over-sensitivity because of going through the traumatic experiences. Experiencing traumatic situations because of displacement could cause inherent traumatic reactions for teachers and other adults. Meanwhile, teachers at the five target schools generally lacked basic knowledge and skills needed to deal with similar problematic behaviors of the students.

FWE's strategy to address this problem followed a holistic approach with a primary focus on Waldorf Education, which puts the child in the center of the education and uses artistic, interactive ways of teaching through classes in order to stimulate strengthening of the child's interests and encourage him/her to actively participate in class. Based on that approach, the project was designed to make FWE's unique method 'Emergency Pedagogy' underline UNICEF's child-centered approach and go in line with UNICEF educational priorities by providing PSS and Emergency Pedagogy through extra-curricular activities for the affected, displaced children.

FWE approached the problems of affected children and the teachers' educational shortcomings from two sides. The first side of the project intervention was training the teachers in better methods of dealing with the behavior of traumatised schoolchildren in order to lead them into a healthy learning atmosphere. The teachers were also provided with PSS to help address the behavioral disorders of the displaced children and offer better support to them to cope with traumatic situations. In addition, the teachers received mentoring from the project team to generate the possibility of a deep understanding of the training content and adaptation into the curriculum. To better enhance this intervention, the project also facilitated establishment of PTAs, which together with the teacher training, were intended to improve the quality of education. As a platform to support the schoolchildren and the teachers, an international multi-disciplinary training team was fielded by FWE at different stages of the programme to train teachers and project local team in Emergency Pedagogy, how to establish and support PTAs, and in doing the start-up of extra-curricular activities (Emergency Pedagogy) for the schoolchildren.

The other side was provision of PSS to the (traumatised) children and adolescents to activate their self-healing practices and ensure their psychosocial stabilization. The aim was to help the victims through Waldorf emergency education methods to resolve their trauma-induced paralysation, process their traumatising experiences, and integrate stressful events into their biography with the eventual objective of enabling them to make a life without severe emotional distress. The children were supported to deal with the traumas of displacement through stabilizing measures that could strengthen their self-confidence, self-control, and self-reliance by applying the holistic approach of Waldorf Education. This has actually resulted in enhancing the children's quality of education through a combination of factors, including better concentration and more active participation in class.

The project was implemented through a 9-member international volunteer team fielded from Germany and a 10-member local team. The international team comprised of specialists with a good composition of different professional backgrounds and capacities - a team leader (emergency pedagogical expert),

coordinator, Waldorf pedagogue, curative pedagogue (handicapped children), experiential/circus/theatre pedagogue, art therapist, eurhythm (special movement) therapist, psycho therapist, and physician (doctor). It was fielded to the project site on three short-term assignments during the project period.

Focal Points of Emergency Pedagogy

According to FWE, there are three focal points of emergency pedagogy³:

Work with traumatised children and adolescents

This point is based on the need for psychosocial stabilization of traumatised children and adolescents through establishing a rhythmic and structured daily routine, which includes separate phases of rest and action to convey a sense of security to the victims. Phases of action include phases of guided play, free play, and creative artistic design (drawing, painting, sculpting, kneading, etc.) where self-healing powers are re-activated and applied. Meanwhile, artistic activities give the children an opportunity to express their experiences in a non-verbal manner, which provides additional support in coming to terms with the traumatising events.

Train the trainer education (capacity building)

This point focuses on the local experts through theoretical and practical elements where general traumatology and emergency pedagogy are introduced to local pedagogues through seminars supplemented with theoretical and practical workshops on emergency pedagogical methods. Efforts are also made to facilitate integration of local customs and culture into the curriculum by encouraging the participants to contribute songs, etc. from their own cultural background.

Parent counseling

This point emphasizes integration of parents into the pedagogy work in order to establish sustainable emergency pedagogical measures. In return, parents receive support in dealing with trauma-induced changes in their children's behavior. Parent counseling can include questions on educational problems, advice on how to deal with traumatised children, and background information and assistance with any kind of familial problems.



FWE Pedagogy Workshops Conducted in Berseve I & II IDP Camps

³ Freunde der Erziehungskunst Rudolf Steiners. Emergency Pedagogy.

2. BACKGROUND

2.1 Context

2.1.1 Violence and Displacement in Iraq

In the wake of the violence across Iraq that surfaced after armed groups and militants of the Islamic State of Iraq and Levant (ISIS) – also known as the Islamic State (IS) – crossed the Syrian border into Iraq, the northern and central parts of the country, in particular, became a fierce battleground for insurgents and sectarian fighting especially in the middle of 2014 and afterwards. As a result, the humanitarian crisis in Iraq has been further deteriorating rapidly since that period with nearly three million people, most of whom were children, fled their homes seeking shelter and protection.

The western and northern areas of Ninewa governorate including Sinjar district have been the hard hit by this violence. Majority of the population displacement (24%) throughout the country occurred during August 2014 when hostilities mainly affected Sinjar district. 89% of the people displaced throughout the country during that month were from Sinjar district including Sinjar town and subordinate smaller towns and rural areas. Currently, Duhok ranks third among Iraqi governorates for hosting IDPs – 13% of the total IDPs or 409,368 individuals out of which 98.6% are from Ninewa. About 82% of these IDPs were displaced during August 2014. Meanwhile, Ninewa ranks second among the Iraqi governorates that have witnessed large displacement – with 33% of the total IDPs (equivalent to 1,058,682 individuals).⁴

About 32% of the IDPs hosted in Duhok governorate have been accommodated in temporarily established camps. Majority of the IDPs displaced from Sinjar area are now settled in a number of camps in Duhok governorate including Berseve I and II camps. Berseve I camp accommodates 11,592 individuals and Berseve 2 camp, 9,276 individuals (Table 2 & 3). Inhabitants of both camps were displaced during the August 2014 wave.

Table 2 - Information about IDP camps - Berseve I & II, December 2014

Camp	Current Pop.	Planned Capacity	# of Families	# Children (7-17 years)	# of Children Coverage
Berseve I	308	15,144	2,524	5,048	2,340
Berseve II	9,732	10,920	1,820	3,640	2,340

Source: UNICEF, from Iraq Education Cluster. Duhok Education Round Table Meeting. 03/12/2014

Table 3 - Information about IDP camps - Berseve I & II, November 2015

Camp	# of Families	# of Individuals	# of Children (6-14 years)		
			Male	Female	Total
Berseve I	1,932	11,592	1,398	1,298	2,696
Berseve II	1,546	9,276	1,149	946	2,095

Source: IOM Displacement Tracking Matrix. <http://iomiraq.net/dtm-page>

⁴ IOM Iraq: Displacement Tracking Matrix

2.1.2 Violence in Sinjar and the Exodus

Displacement of the current inhabitants of the two camps of Berseve was triggered by the horrible atrocities and mass violence committed by the IS militants against the Yazidi minority particularly in Sinjar region and the Christian minority mainly in northern Ninewa areas. The atrocities, which are mounted into genocide, included, among others, kidnapping and/or mass killings of people of all age or gender groups, kidnapping of women and girls for sex and slavery, intimidation and deprivation of inhabitants of basic life necessities and human rights. Local community members including children experienced horrible things, such as physical attacks on themselves and their families; taking of family members, relatives and community members by force by the IS militants and even killing some of them on the spot; kidnaping of women and girls; bereavement and involuntary abandonment of family members. They experienced flight in the face of armed assaults, multiple losses, fear, forced displacement, destruction and loss of properties and livelihoods, hopelessness, and a diminished sense of self-worth.

Fearing for their lives, thousands of Sinjar inhabitants including children and women fled to nearby Sinjar Mountain on 3 August 2014. Many of them walked desperately to the destination on foot, and then trapped on the mountain for several days to struggle in the scorching heat and under the blazing sun with the horror and fears of the expected ISIS march to their location on one hand and with the lack of food and shelter on the other hand. Many of them spent several nights in the open air, just between the stones – without shelter, food and even water, not to mention the fatigue and sleeplessness.

2.1.3 Violence and Traumatic Experiences of the Displaced People

Violence has many social consequences including broken social life and traditional community structures, disintegrated cultural norms and coping mechanisms, destroyed relationships and networks, lack of social support, and prevalent distrust and social isolation as norms. Many IDPs in the two camps experienced awful situations in Sinjar as well as during their flight to Duhok. The terrible experiences left behind deep emotional wounds especially in children. According to available reports, this human tragedy, mass violence, and human rights violations have caused many people especially children to have dreadful traumatic experiences including concentration loss which have hindered child protection and development of quality education. The peoples' suffering was just as overwhelming as their need for psychosocial help and stabilization. Many schoolchildren at the two camps have been severely traumatised and the behavioral changes in the children caused by trauma could be seen everywhere. Many children have exhibited aggressive behavior during the day or isolated themselves.

Wellbeing of the displaced children has been continuously interrupted through a series of conflicts and crisis since the onslaught of August 2014 and even throughout the transitional period of displacement until they were settled in the two camps of Berseve in November 2014. The effects of extreme horror, violence, fear, mistrust, rage, famine, epidemics, and homelessness experienced by most community members in Sinjar and other affected areas are difficult to be ignored. Pervasive exhaustion, hatred, and lack of trust can still persist after the violence is over. Undoubtedly, many adults and even children still recount the tragedies and traumatic events they experienced in Sinjar. The terror they had to live through is still part of their daily emotional life. The children who witnessed the horrors of conflict are vulnerable to life-long effects as they are still growing up in the midst of miserable post-conflict environments.

2.2 Trauma

The inner health of a child plays an important role in his/her holistic wellbeing, while PSS is seen as an integral part of all daily school experience of the child. A trauma is described as a state of paralyzed shock with physical and psychological impact on the affected individual or as a psychological injury or mental integrity injury caused by external forces, such as consequences of external events. It can be provoked through many factors including violence, aggression, bereavement, separation and abandonment, psychological abuse, harassment, and assault. Emergencies resulted from war, violence and other disasters such as death and victimization impose heavy emotional, social, and spiritual burdens on children and their families. The traumatic stress after mass violence, terror, or disaster affects the traumatised person and causes many reactions. These effects can be classified into emotional, cognitive, physical, and interpersonal. Some traumatised people even develop Post Traumatic Stress Disorder (PTSD), which is an anxiety disorder caused by very stressful, frightening or distressing events. PTSD has a number of symptoms including, but not limited to: emotional blockages, chronic depression, impaired cognition and memory, acts of violence, disturbing thoughts related to trauma, lack of interest in important activities, detachment or a strange feeling towards others, lack of affection, and avoidance.⁵

Children show systems of traumatic events depending on their emotional, mental and social maturity. The symptoms among schoolchildren include, for example, loss of ability to concentrate and of motivation; inability to complete tasks and process information easily; aggression; withdrawal; dissociation, isolation, closing off, and extreme shyness; lack of attention; tiredness; loss of concentration and memory; and learning difficulties. An untreated trauma can lead to burdening psychopathologies that may lead to life-long illness. Trauma can even freeze thinking.⁶

Following traumatic experiences, prompt pedagogical and therapeutic interventions can help counteract the development of possible negative consequences in a person's biography.

⁵ National Center for PTSD, 2015; NHS. <http://www.nhs.uk/conditions/post-traumatic-stress-disorder/pages/introduction.aspx>; Trauma psycho, 2015

⁶ Bernd R u f. When the world collapses - Emergency pedagogical interventions for psychologically traumatised children in crisis regions.

3. REVIEW OF EVALUATION APPROACH

This is a post-project evaluation designed to measure the overall outcome and impact of the project on the beneficiaries – children, parents, and teachers. The evaluation focused on the project outcomes and effectiveness and used “Before-and-After” design, which is technically appropriate for measuring the impact of an intervention. This type of designs involves establishing two ways of baseline– before the introduction of the intervention and retrospectively. The current evaluation followed the second way. However, this design has one drawback - the change measured included the one brought about by extraneous and change variables. From a philosophical perspective, this can be holistic/illuminative evaluation whose primary concern is description and interpretation, rather than measurement and prediction. The aim was to study a programme in all its aspects, illuminate a complex array of questions, issues and factors, and identify procedures that give both desirable and undesirable results. A holistic evaluation tries to understand issues related to an intervention from many perspectives by viewing the performance of a programme in its totality.

A mixed-method evaluation approach was developed employing different data collection tools and desk analysis of the results. This aimed to provide triangulation of the data collected. The deployed approach was more qualitative involving Focus Group Discussions (FGDs), personal and group interviews, and at a smaller extent Key Informant Interviews (KIIs) and direct observations.

Through fieldwork, 177 direct beneficiaries (high school students and teachers) and 32 indirect beneficiaries (mothers of BES students) of the UNICEF/FWE project participated together with 10 project local workers in this evaluation. Direct beneficiaries included the students who received PSS and emergency pedagogical education through recreational and extra-curricular activities, and the school teachers who received training in PSS, CFS and inclusive education.

3.1 Data Collection Tools and Procedures

Before commencement of the evaluation, work methodology and data collection tools specifically guides of FGDs and interviews were developed in coordination with FWE headquarters in Germany. For the purpose of data collection, the consultant hired as assistants two teams of undergraduate students from the Spatial Planning Department of the University of Duhok (Table 4). They worked particularly in conducting mothers’ interviews and FGDs.

Table 4 - Evaluation Team Members Information by Gender & Dates of Field Work

Full Name	Gender	Dates of Field Work, 2015				
		26/11	28/11	10/12	12/12	26/12
Nwivan Nechirvan Ahmed	Female	X	X			X
Arin Abdulkhaliq Sabri	Female	X	X			X
Zana Nori Ahmed	Male	X	X			
Soleen yaseen sulaiman	Female			X		
Naz Ali Ahmed	Female			X		
Aveen Haji Ahmad	Female			X		
Roj Ali Haydar	Female			X		
Saeed Saleem Sabri	Male					X

Note: Consultant was involved as team leader in all above-mentioned dates.

This evaluation was conducted utilizing six different sources of information: FGDs – with the school teachers and project local team, interviews – with mothers of the schoolchildren of the five schools (BESs) and students of the IG high school, KIIs with two BES headmasters, teacher training evaluation questionnaires – already completed by trainees, direct observations – of the students at one BES, and desk study of relevant documents. Such different sources of information were utilized based on the concept that diversification of tools can multiply the sources of information and enable triangulation of data in order to increase their validity and reliability. Triangulation is the utilization of three (or more) methods to get at the same information. Under this evaluation, it aimed to ensure validity and reliability of the collected data as each collection method has its biases and weaknesses and by multiplication of the methods more information can be uncovered and it will be easier to determine which source of information is correct or not.

The six data collection methods/tools used under this evaluation are as follows:

Focus Group Discussions – School Teachers

This method aimed to identify the reaction of children when the teachers applied the FWE pedagogy methods in class, possible attribution of this reaction to the project impact, usefulness of the FWE methods and the necessity to continue them; and to assess how far the teachers have benefited from the teacher training workshop. It also aimed to determine significance of FWE's approach in helping the children and the teachers in mitigating the impact of trauma on themselves, and in identifying influence of the emotional wellbeing of the children on their academic performance as well as possible means of ensuring maintained emotional wellbeing of the children. The FGD guide comprised of a mixture of closed-ended (quantitative), open-ended (qualitative), in addition to probing questions (see Guide in Annex 1).

Focus Group Discussion - Project Local Team

This tool aimed at identifying perceptions of the project team members about the importance, impact and usefulness of FWE methods for the target groups particularly the schoolchildren and the project team. It was also intended to know how far the team members have benefited or learned from working with FWE and to identify any psychosocial and professional impact on them. A mixed type of questions was used including closed- and open-ended and filtering for this FGD (Annex 2).

Interviews – Students

This tool was intended to determine usefulness of the project's PSS and the 3-day emergency pedagogy education workshops – recreational and extra-curricular activities, as well as benefits or learnings that the beneficiary preparatory students made out of them. The guide included a series of mixed-structure questions – open-ended, closed-ended, and filtering (Annex 3).

Interviews – Student Mothers

This method was used to identify the level of the parents namely mothers' awareness of the engagement of their children in the FWE pedagogical activities and whether these have contributed to making any positive changes in the children's behavior. The same types of student interview questions were also used for the mothers' interviews (Annex 4).

Teacher Training Evaluation Questionnaires

This assessment was used to determine the impact of the Teacher Capacity Building Training in Emergency Pedagogy in terms of contents, logistics, and changes to teachers' knowledge and skills, and to conduct a thorough self-assessment of the teachers' knowledge and skills in relation to the training topics as well as psychological and educational needs of the children towards a sound teaching process.

It also aimed to identify the positive and negative parts of the training and to make an overall assessment of the training including a set of feasible recommendations.

The evaluation form included two major parts designed on a 5-point Likert scale, in addition to a mixture of closed- and open-ended questions for the purpose of assessing the impact of this training and conducting self-evaluation of the knowledge and skills of the beneficiary teachers. The first part - evaluation of the level of teaching [training] - included what the teacher generally learned from the training and his/her self-evaluation of the training impact. The second part - self-evaluation of learning - included evaluation of what the teacher has learned in the field of psycho-traumatic pedagogical education, as well as the type of knowledge that he/she obtained during the training. The form also included an overall evaluation of the training through a 5-point Likert scale (Annex 5).

Informal Key Informant Interviews – School Headmasters

These were informal interviews used to have an overall impression of the school management perceptions about the FWE activities and their impact, the level of their success, and the necessity to continue them.

Direct Observations

This was an additional method used to generate an overall view of the impact of FWE intervention on the behavior of the children in one BES only.

Desk Study of Relevant Documents

This was a secondary method initiated by the consultant to enhance his knowledge about the project activities and FWE approaches including pedagogy education, in addition to the evaluation techniques used in similar projects. Schoolchildren, the main beneficiaries, were not included in the evaluation because of some foreseen obstacles, such as potential inability of children to recall their situation prior to participation in the project pedagogical activities and the difficulties associated with interviewing them. The ‘open-ended’ question type was used in many tools to allow for maximum flexibility in order to ensure spontaneity in responding to content generated by interviewees.

The five IKR schools in the two IDP camps - the main beneficiary schools under the project - were included in this evaluation (Table 5). In addition, another school, affiliated to IG, was also included although partially. FWE international team provided extra-curricular activities for a number of students at this school after-school hours.

FGDs were mostly co-facilitated by the consultant and the assistant university students. Mothers’ interviews were conducted by the girl students under the overall guidance and minimum interference from the consultant. This procedure aimed to integrate gender considerations in the evaluation process and respect social, traditional and religious customs of the target community. Individual meetings between women and men are customarily not favorable or sometimes not allowed in the two camps. In addition, exclusion of male interviewers from the interview process allowed the interviewed mothers more freedom to talk about issues related to their children and families, as required.

Table 5 - Enrollment Information about Beneficiary Schools

School Name	Camp	Shift/ School Time	Number of Students		
			Male	Female	Total
Berseve 1 Basic Education School for IDPs*	Berseve I	Morning	409	319	728
Berseve 2 Basic Education School for IDPs*	Berseve I	Afternoon	283	250	533
Berseve 3 Basic Education School for IDPs*	Berseve II	Morning	234	245	479

School Name	Camp	Shift/ School Time	Number of Students		
			Male	Female	Total
Berseve 4 Basic Education School for IDPs*	Berseve II	Morning	222	300	522
Berseve Preparatory School for IDPs*	Berseve II	Afternoon	191	88	279
Berseve I High School for IDPs**	Berseve I	Afternoon	1,000	800	1,800

* are officially supported by KRG.

** is officially supported by IG.

Source: This information was obtained during interviews with the school headmasters in December 2015.

3.2 Sample Description

A mixed-sampling approach was used for selecting participants for the student and mothers' interviews. This included random/probability sampling and non-random/non-probability sampling. Under the former method, simple random sampling and quota sampling were used for the mothers' interviews. Under the latter method, convenience sampling and quota sampling were used for the student interviews. The samples created were non-representative subsets of the larger population (students and mothers). However, the mother sample covered different locations of the two camps to ensure relatively adequate geographical distribution of the sample units. Selection of participant teachers for the FGDs was based on availability. It is worth mentioning that participants in this evaluation were assured of confidentiality and anonymity to encourage candor.

A tool-wise description of the evaluation activities – data collection - conducted is as follows with more statistical description shown in Table 6.

- 5 FGDs for 41 teachers of the 5 beneficiary schools (4 BESs and 1 preparatory school);
- 1 FGD for 10 project local team members;
- 14 structured interviews (1 individual, 1 paired, 1 triad and 11 group) with 109 students of the IG-affiliated high school;
- 32 structured individual interviews with the mothers of 75 beneficiary students;
- Analysis of 25 teachers' post-training evaluation questionnaires already completed by the trainees;
- 2 informal KIIs interviews with the headmasters of 2 beneficiary schools (BESs);
- Direct observations of the students at 1 BES school;
- Desk study of project documents, reports and other publications.

Table 6 - Number & Description of Samples

Data Collection Method	No.	Camp	School, if applicable	Participants			Dates
				No.	Type	Gender	
Focus Group Discussion	3	Berseve I	3 BESs	25	Teachers	1 female, 24 male	26/11, 28/11, 12/12/2015
	2	Berseve II	1 BES, 1 preparatory school	16	Teachers	16 male	28/11/2015
Focus Group Discussion	1	FWE office	NA	10	Staff	4 female, 6 male	10/12/2015
Interview (in school)	14	Berseve I	Berseve I High School for IDPs	109	Students	64 female, 45 male	26/11-12/12/2015
interview (home visit)	20	Berseve I	NA	20	Mothers	20 female	26/11, 10/12, 24/12/2015
	12	Berseve II	NA	12	Mothers	12 female	
Key Informant	1	Berseve I	Berseve 1 BES	1	Headmaster	1 male	12/12/2015

Data Collection Method	No.	Camp	School, if applicable	Participants			Dates
				No.	Type	Gender	
Interview	1	Berseve II	Berseve 3 BES	1	Headmaster	1 male	12/12/2015
Observation	2	Berseve II	Berseve II Preparatory School for IDPs				28/11/2015

3.3 Data Entry, Processing and Analysis

The data analyzed in this evaluation went through a rigor process of collection, editing/refinement, verification, triangulation, and validation. The data collected from the respondents through hand-written note-taking across different methods were computerized through filling the respective guides. They were then edited and refined to minimize errors, incompleteness, inconsistencies, misclassification, or gaps, and were tabulated in MS Excel for easy analysis. A two-approach analysis frame was widely used for analyzing the collected data: Frequency distributions and cross-tabulations. Since most of the questions used especially in the FGDs were open-ended, the type of generated data is mostly qualitative. Therefore, content analysis process was required for analyzing and integrating the results into the report. This process was used since majority of the FGD responses were descriptive in nature and were invariably qualitative. Under this process, themes were identified based on the relevancy of the interview questions, i.e. one theme per one or more questions. The next step was to classify response patterns under the main themes. With the use of Excel sheets, the author classified identical response patterns under each question and put them under appropriate themes.

The responses generated from the different data collection methods can be classified into quantitative, categorical (quantitative or qualitative), and descriptive (invariably qualitative). Quantitative and categorical data were transformed into numerical values (codes) for easy analysis. As for descriptive/qualitative data, the following two-approach analysis frame was used for analysis purpose:

Frequency Distributions

This involved examining the responses to each question to ascertain the similarities and differences and combing two or more responses, which were similar in meaning but not necessarily in language, i.e. identical under one meaningful category to identify the commonalities. For example, *“The teachers received good interaction from the students”* and *“The students reacted normally to the activities”* cannot be considered identical responses but similar. Thus, similar responses were grouped; for example, *“The students were comfortable, relaxed, and enjoying”* was considered one response pattern that originally consisted of three separate responses to the same question – *“The students felt (or were) comfortable”*, *“The students were relaxed”*, and *“The students were enjoying”*. Each of such similar response patterns (subcategories) was assigned with a code to count the frequencies, i.e. the number of times an answer pattern like *“Yes, the activities are useful”* was used. The purpose was to ensure validity and reliability of the collected data. Attempts were also made as necessary to keep the original wordings of the responses during analysis in the report in order to keep the variation in the respondents’ answers.

Cross-Tabulations

This method was used for analyzing two subcategories or variables across two or more questions or two similar responses to determine relationship between them. The subcategories of both variables or responses were cross-tabulated to ascertain if a relationship exists between them.

3.4 Limitations and Challenges

The evaluation process did not encounter any major obstacles that could be construed as limitation or challenges. There were only a few obstacles, which are summarized as follows:

Time Limitation

was one of the main challenges to the evaluation work as the time allowed for conducting FGDs or the student interviews was sometimes not fully sufficient. For example, the time allowed for a few teacher FGDs was limited to 30-45 minutes, which was deemed insufficient for generating more in-depth information from the participants. Neither there were free time slots within the school hours that could be used for meeting the teachers nor the teachers were ready to participate in the FGDs after school hours. The same could apply to the high school students. The break between lessons was five minutes which could not be used for the interviews. The evaluation time circumvented this problem by coordinating with the teachers to allocate about 10 minutes of the class time for interviewing the students in the classes. That could be considered an advantage as many students could be interviewed which was otherwise not possible.

Knowledge Base of Participants

Through a quick review of the response patterns of the students and the results of the mothers' interviews, it seems that the knowledge base of many evaluation participants was not adequately wide enough to generate answers that are closer to the psychology of children. For example, one of the most frequent responses was *"The activities helped me to forget myself"*. It would have been more efficient if other relevant patterns were also used, such as *"The activities helped me to overcome my disassociation or social withdrawal"*.

Language Barriers

It was sometimes rather difficult for the evaluation team to have efficient communication with the student mothers because of the difficulty of understanding their Kurdish dialect. The team members were required to ask the same question for example more than one once and in different dialects or languages (e.g. Kurdish, Arabic) to ensure that the respondents well understood the questions and that the correct responses were obtained.

Availability of Baseline Data

No baseline information on the target groups' psychosocial behaviors was routinely collected which did not allow for comparative evaluation of the project outcomes and impacts pre- and post-implementation because of inability to analyze changes in the psychosocial and emotional wellbeing of the beneficiaries, particularly children over time. For example, it was not possible to determine proportions of the children who were able to correctly identify appropriate and inappropriate prosocial behaviors, display a desired level of prosocial behaviors, maintain a desired level of performance in school, or report a positive degree of self-esteem.

4. EXPLANATION OF EVALUATION APPROACH

4.1 Focus Group Discussions for Teachers

4.1.1 Characteristics of the Sample

Five FGDs were conducted one in each of the five KRG-supported target schools and were attended by 41 teachers who participated in the project’s teacher training workshop/programme. The range of participants varied per FGD since no sampling procedure was followed for selection of participants (Table 7). Participation of teachers was rather based on their availability during the focus group process.

School	Camp	Participants		Date
		No.	Type	
Berseve 1 Basic Education School for IDPs	Berseve I	5	Teachers (male)	28/11/2015
Berseve 2 Basic Education School for IDPs	Berseve I	12	Teachers (male)	26/11/2015
Berseve 3 Basic Education School for IDPs	Berseve II	8	Teachers (1 female, 7 female)	12/12/2015
Berseve 4 Basic Education School for IDPs	Berseve II	14	Teachers (male)	28/11/2015
Berseve Preparatory School for IDPs	Berseve II	2	Teachers (male)	28/11/2015
		41	1 female teachers; 40 male teachers	

4.1.2 Results and Discussion

Reaction of Students to FWE Pedagogy Methods

Participant teachers were asked about reactions of the students at school (both children in the four BESs and adolescents in the preparatory school) while the teachers were doing the FWE pedagogy methods that they learned during the training programme like singing a song, doing some rhythms (e.g. clapping), and greeting each other student with a handshake. Responses were generally affirmative but often with a mixture of rather identical, similar or closely related terminology. For example, in one FGD, the teachers reported that *“they received good reaction from the children”*, and in another FGD, they said, *“the children reacted to FWE methods normally, and out of interest and desire”*. In a third FGD, they informed that *“the students reacted in a positive way.”* The three responses are not identical but similar.

A summary of the focus groups’ responses is presented below with aggregated statistics shown in Figure 1. The frequency of each response pattern (reaction) per focus group is shown within the brackets.

Good, Positive and Normal Reactions (5 FGDs)

The teachers received good and positive reactions from the students when applying FWE methods in class. The students were reportedly acting normally to the application process and were even enthusiastically practicing them.

Feeling of Happiness and Joy with Smiles “on their faces” (5 FGDs)

The students became happy and joyful, and were smiling as they were practicing the methods.

Being Active and Showing Signs of Interest and Enthusiasm (5 FGDs)

The students were active while practicing the methods. They also showed signs of enthusiasm and interest in the activities. As a proof, the students in one BES were still practicing the FWE methods by

themselves in class and yard, and in some cases, the older students become “leaders” or guides for other students in doing the exercises (e.g. hand movements, rhythm).

Overcoming Boredom and Getting Refreshed (5 FGDs)

The students applied some methods especially sports and other physical activities, as they got bored. Activities like storytelling have proved valuable methods for refreshing the students in class or bringing the class back to order. Class applauding was also another means to achieve the same ends and to encourage the students to be more active and diligent in study.

Overcoming Past Experiences (4 FGDs)

FWE methods have been helpful for the improvement of students’ psychosocial situation. They have helped them to forget their past experiences and concerns and even “themselves”. In almost all schools, the pedagogy methods have assisted the students to an extent in overcoming their past memories of violence and trauma. It is also believed that the students intuitively forgot their past experiences and concerns even temporarily during the schooling time. Some students have adapted to the current situation; therefore, they did not care about the past tragedies and they simply tried to have a normal life and be happy. However, many other (older) students were reported to be sensitive and therefore not able to forget what have befallen them.

Results of almost all FGDs indicated an improved psychosocial situation of the students especially of the young children in 2015 compared to that in 2014, and that the students have benefited to a large extent from FWE pedagogical activities. In 2014, the students were generally more traumatised, miserable, withdrawn, introvert, and in oblivion. They are now better behaviorally, socially, mentally and academically.

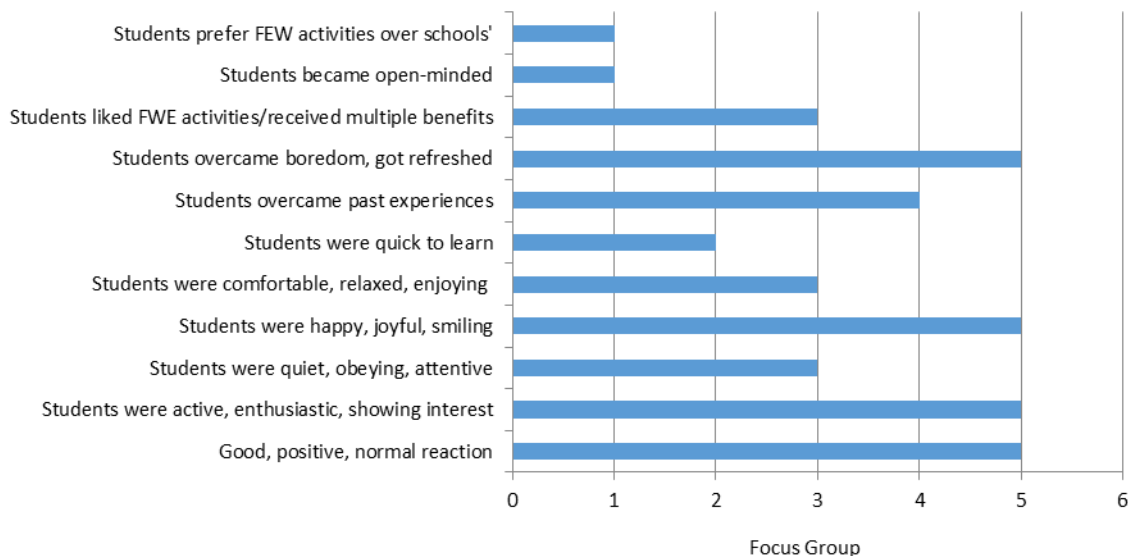
Being Quiet, Obeying and Attentive (3 FGDs)

The students were quiet, obeying the instructions, and paying attention while practicing the methods.

Being Comfortable, Relaxed and Enjoying (3 FGDs)

The students became comfortable and more relaxed physically and mentally as they enjoyed the activities. They were also showing signs of comfort and pleasure.

Figure 1 - Students’ Reactions to FWE Methods



Love of Methods and Receiving Multiple Benefits (3 FGDs)

In teachers' views, the children showed love of FWE methods especially physical exercises, body movements, rhythms, sports activities, and arts (drawing and music). They also believed that FWE methods were of multiple advantages to the students.

Being Open-minded (3 FGDs)

The methods have affected the "*minds of students.*" The schoolchildren have now become open-minded and more responsive to new, interesting methods and activities.

Quick in Learning (2 FGDs)

The students were found to be quick in learning the new methods although some of them forgot the methods quickly (in 1 BES) because "*the children cannot learn all the FWE activities within 3 days only.*"

Preference of FWE Activities over Schools' (1 FGD)

The level of students' reaction is more manifest in Berseve 2 BES where a more dynamic and active behavior of the students was reported due to the influence of the project pedagogical activities.

"Now the students are more dynamic than before they received FWE pedagogic education. Currently, it is rather difficult to keep them in class as they just want to be out in the schoolyard since they have been accustomed to FWE activities and are therefore looking for more entertainment" and "The students are not paying attention to their study."

- A teacher, Berseve 2 Basic Education School

Attribution of Students' Reactions to FWE Methods

The focus group participants were asked whether afore-mentioned observed reactions of the students were attributed to the German team (FWE) activities. The results of all FGDs were affirmative, but at varying levels. The participants believed that the effects of FWE activities were more evident on the young students (at BESs) than on the adolescents (at the preparatory school).

There was a reported change in the overall psychosocial situation of the students in 2015 compared to 2014. This was mostly attributed to FWE pedagogy education (3 FGDs). The entertaining nature of the FWE methods might have made the students of Berseve 2 BES to prefer them over formal school education which could account for the difficulty faced by the teachers to keep them in class, as mentioned earlier.

"The German team activities have affected the children." "The students are now more interested in the FWE entertaining activities than studying."

- A teacher, Berseve 2 Basic Education School

The effect of FWE activities has been seen less at the preparatory school allegedly because of age differences between the adolescents at this school and the younger students at other four schools. The prevalent socio-cultural customs often make people, especially in the closed, traditional-based societies including the displaced community of the two camps to consider activities like many FWE pedagogical methods as unsuitable for adults and that it is considered shameful for an adolescent or an older individual to get involved in such kinds of activities or practice them publicly (2 FGDs).

In addition, most adolescent students have interests that are different from those of young children (1 FGD). For example, the main interest of many displaced adolescents in the two camps is to "*escape*" the

current camp environment and living conditions, and “*just go abroad*”. This attitude was more demonstrated in one of the FWE’s reports, as shown below.

“The conditions in the camps are difficult and stressful for the people there, most of whom have already lost everything. Without future perspectives or hope for an improvement in the camp, many see a further flight outside of the country as their only chance. The local team of the Friends of Waldorf Education is trying to work against this lack of perspective. Together with teachers, ways were found to turn the refugee camps’ schools into hopeful places. This was accomplished by, among other things, turning the inner courtyard into a small oasis where grass and flowers were planted.”

- FWE website, Germany

Application of FWE Methods by Students

Majority of the teachers reported of students’ application of the FWE methods that they learned during the FWE pedagogy workshops although at limited degrees. In one BES, the teachers observed students’ application of the methods (e.g., hand movements, rhythms) in class, at recess or free time, and in the schoolyard, without interference or guidance of anybody.

Application of FWE Methods by Teachers

According to the FGD results, the teachers at the five schools apply FWE methods but at varying degrees and scales. The level of application was observed more among young children at the four BESs than adolescents at the preparatory school. Teachers at two BESs were reportedly able to apply some of the FWE methods (2 FGDs).

In one BES, a number of FWE methods (e.g., drawing, sports) were applied by the teachers. However, the applicants believe that they mostly use the teaching methods that they learned from FWE team; for example, eliminating the sense of discrimination among the students due to differences in their comprehension capability or clapping at the beginning of classes as a sign of a new refreshing activity. This will help the students to overcome boredom and become happy or to feel being given attention and care especially if the applause is made in honor of clever students. Despite of the multiple advantages of FWE methods as expressed by the teachers, the most dominant reasons for applying them at school, even at limited scale, are to refresh and activate the students, and even bring the class back into order especially when the students get bored particularly in the middle of class sessions (lessons).

Application of some FWE activities in class was reported to be feasible. For instance, the teachers in Berseve 2 BES considerably applied the method of writing English letters and draw lines and cross-lines on whiteboard.

Storytelling was reported to be the most practical method given the class and local context. It was proved as a valuable tool to make lessons more refreshing for the students. Volleyball was reportedly the preferred [traditional sports] activity for many adolescent students [although it was not part of FWE’s Emergency Pedagogy portfolio]. In two FGDs, this type of sport was reported to be helping the students “*to overcome their past experiences.*” However, it is not clear the motive behind the students’ passion for it.

Doing rhythms was liked and enjoyed by many students and was also known as an activity that can help the students to relax and the teachers to impose order to class. In two schools (1 BES and the preparatory), this method has not been foreseen as a practical activity in lecture-based classes like

history. This has been allegedly attributed to the limited time of class (35 minutes) (at the BES) while it has been considered shameful for adolescents at the latter school to do rhythms, playing with wooden stick, or even singing because of age considerations.

The socio-cultural differences between the European and Kurdish nations might be a reason for that. In addition, the limited space of the schools makes it difficult to conduct a number of activities like rhythms as they cannot be conducted in classes. The teachers at the preparatory school believed that most FWE methods are not suitable for older students (at 16-18 grades), but could be more useful for younger students – at BESs. Nevertheless, some students were reported to like FWE activities and considered them interesting hobbies.

As part of their public duties as teachers and having a sense of responsibility toward the community, a number of teachers have been trying to apply some of the techniques they learned from the training workshop. For example, teachers in the preparatory school involve the students with trauma and psychological disorders (including introvert students) in class discussions in an attempt to help them to overcome trauma. They also conduct storytelling in class but with contents that are more suitable to the local context.

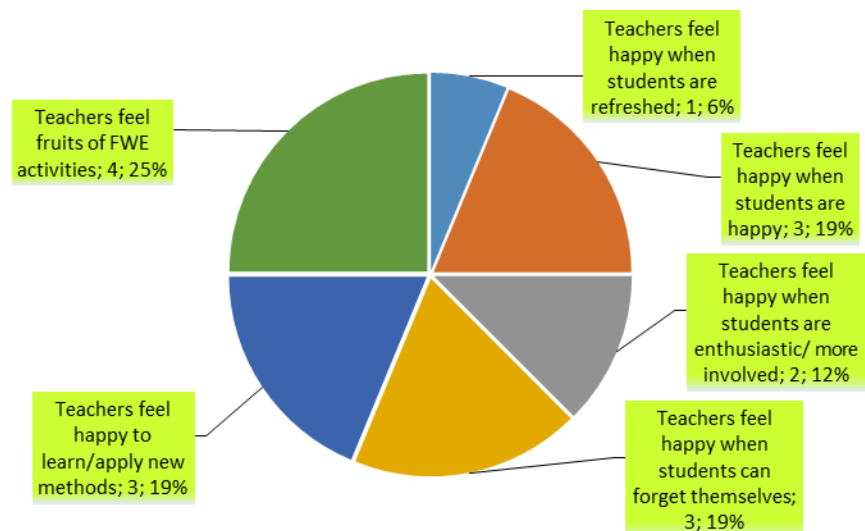
Teachers’ Feelings as they Apply FWE Methods

Participant teachers were asked to state their feelings as they were applying FWE methods at school. The most prevalent feeling among the teachers at the five schools was that they became “happy” and felt “good” while applying the FWE methods (Figure 2). The frequency of this feeling depended on the reaction patterns of the students. For example, in three FGDs, the teachers indicated that they became happy as much as “they see smiles on the faces of students” as the students were practicing FWE methods – happily and out of desire - and when the students were able to “forget themselves”, i.e. their past experiences.

In one FGD, the teachers declared that they were more eager to see “smiles on the faces of the children” even though their involvement in FWE activities could affect their absenteeism and their study as some were missing classes. The teachers had the same feelings when they observed that by applying FWE methods the students were more enthusiastic or more involved in class activities including discussions (2 FGDs).

The teachers’ feelings were also high when they were able to use such methods for the benefit of student education, for example, to refresh students in class (1 FGD). They were feeling comfortable when applying new methods that they have not seen before and therefore they were feeling a sense of an academic achievement (1 FGD).

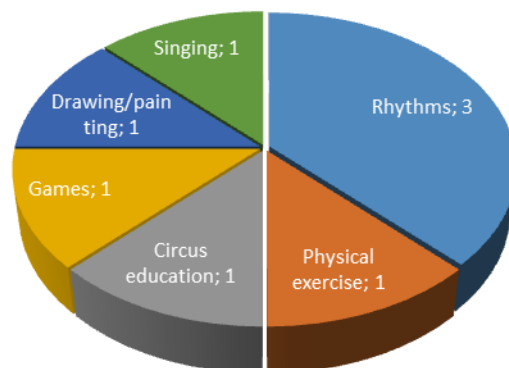
Figure 2 - Teachers’ Feelings When Applying FWE Methods (FGD-wise)



Students' Preferences for FWE Activities

The participant teachers were asked about the particular FWE activities, which the students liked most, based on their observation of the students in the classrooms/schools. Doing rhythms was reported as the activity preferred most by the students in three schools including the preparatory school. Other activities - circus education, physical exercises, individual games, painting, drawing, and singing – were less liked by the students (Figure 3).

Figure 3- FWE Activities Liked Most by Students (FGD-wise)



Usefulness, Appropriateness and Sustainability of FWE Pedagogical Activities

One of the used FWE's approaches to successful implementation of the project was to ensure that the used methods were most appropriate for the children under each age group. The purpose was to give the children an understanding of the learning content, e.g. in the lower grade singing was used to learn alphabet or rhythm games for calculating. Almost all participants of the five FGDs unanimously believed that all FWE activities were useful for the displaced community in the two camps, and it was necessary to continue them.

Apart from the advantages of FWE activities as reported earlier, the students preferred FWE activities over school lessons. They found new motivation in the FWE methods and approaches, which encouraged them to regularly come to school especially during the period of the FWE pedagogy workshops (3 FGDs). A number of schoolchildren were also reported to be coming to school earlier, awaiting arrival of the FWE team (1 FGD).

In addition, the activities have affected the students' mentality and thinking and helped them to become open-minded (1 FGD). Based on that, the same FGD recommended that FWE activities continue in order to enable them to help in mitigating the impact of trauma on the students. Therefore, participants of another focus group considered physical presence of the FWE international team in the two camps as necessary.

“Now with the completion of FWE project, the students are still asking when the FWE team will come back”

- A teacher, Berseve 3 Basic Education School

On the personal level, the teachers in three focus groups highly valued FWE training workshop and reported of its fruits. Among the training outcomes is the perceived reduction of the impact of trauma on the teachers themselves and the students as well. In addition, the teachers believed that they have learned new teaching techniques and behaviors. For example, they learned the importance of no-smoking in front of the students as this behavior could certainly motivate the non-smoking students to do the same (1 FGD).

The focus group participants requested to have additional FWE trainings in new topics that they have not received before, for example, how to deal with students and adolescents (2 FGDs). They also made a number of concerns, as shown below, and proposed a number of appropriate recommendations (See

Section 4.3.1) in order to make FWE methods more appropriate and adaptable to the local context (camp environment):

Limited Time and Space

Despite of the usefulness of all FWE activities, it was not feasible to apply all of them in class especially those that require students to move and occupy more space because of limited space (as reported in 2 schools) and short timeframes of classes, schooling days, and academic year (in 3 schools). For example, the teachers in one BES (Berseve 3 BES) informed that because of short class time (35 minutes), they were not able to apply FWE methods such as checking the copybooks of all students to ensure they were on the right page(s) of the lesson. The class time was practically considered less than required because the students needed about 7-8 minutes - from the class starting time - to take their seats, settle and calm down. Another concern was that the FWE activities should not occupy the whole school week (2 FGDs).

Appropriateness of FWE Activities to Local Context, Inter-Cultural Experiences and Considerations.

In almost all FGDs, participants felt that not all FWE activities were appropriate for the students of all ages. The “European” cultural and educational experiences including exercises like those of the FWE team cannot be completely or highly efficient for the local context in the two camps for pure social and traditional considerations (1 FGD). FWE activities are deemed suitable for younger children. However, many activities cannot be considered suitable for adolescents and adults (1 FGD). For example, the older students were “feeling shy” to practice them.

Monotony of FWE Activities

FWE activities are more monotonous, i.e., routine (1 FGD); “The same activities are conducted every time”, one FGD participant said.

Emotional Wellbeing of Students

Emotional Wellbeing of Children Influences their Academic Performance

Participant teachers in the five FGDs were asked whether they think that the emotional wellbeing of the students influences their school performance. Almost all focus group participants concurred with the fact that violence and horrible actions experienced by the displaced Yazidi community and other minorities have impacted the displaced people including children. Another factor that has influenced students’ emotional wellbeing was their miserable or non-standard housing conditions and (post-conflict) family problems (2 FGDs). A student’s living conditions are reflected in the fact of a whole family living inside one tent within the two camps that suffer from limited space and lack of access to many basic life necessities, compared to a family living in standard houses under ordinary circumstances. In addition, changes in the living and schooling environment as well as social networks (e.g. friends) have also taken their toll on the students’ wellbeing. In another FGD, lack of parental attention and care also influences the children emotional wellbeing. An example of this is that many parents were found that “they still do not know in which study grade their children are!”

How and Why Emotional Wellbeing of Students Influences their Academic Performance

In view of afore-mentioned factors, the disturbed emotional wellbeing of the students influences their academic performance. This happens through various means that include but not limited to the following (ranked in the order of their frequencies per the five teachers’ FGDs) (Figure 4):

Reduced Comprehension

The emotional wellbeing of the students reduces and even weakens their comprehension capacity and makes it difficult for them to understand the lessons. Therefore, they are less able to gain adequate/more information during lessons.

Increased Distraction/Low Concentration Capacity

The emotional wellbeing reduces and weakens the concentration capacity of the students in and outside class. Students with such problems were reported to be distracted and absent-minded with dispersed ideas, and that the minds of most of such students are busy with the past experiences and tragedies.

Inattentive Listening

The emotional wellbeing reduces students' ability to listen attentively to the teachers and absorb the subject information/material.

Low Class Participation

The students with trauma and other psychosocial disorders do not actively participate in class discussion and assignments.

Improper Behavior

The emotional wellbeing affects students' behavior at school and makes some more naughty and hard to discipline. One of the most relevant destructive behaviors was the students distracting or disrupting order in class or leaving class without any necessity or permission of the teachers. Students with such behaviors became sources of disturbance and were influencing classmates and affecting the whole class.

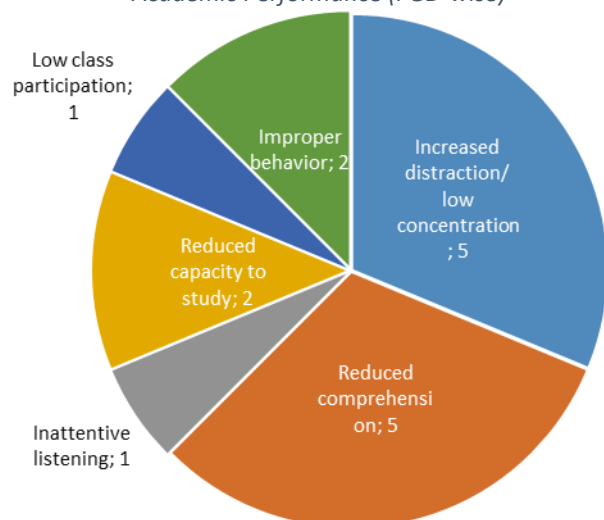
Reduced Study Capacity

Disturbed emotions, depressions, unhappiness, and discomfort (feeling un-relaxed) all make students to lose interest in study and discourage them to pursue a sound academic study. Students with emotional disturbances have affected their classmates as well.

Participant teachers in the five FGDs unanimously believed that the students, whether children or adolescents, who have been traumatised due to the horrible tragedies that befell them in Sinjar and other areas would have certainly been affected emotionally. The same is reportedly true when trauma is also due to consequences of violence – loss of family members, friends and community members; loss of homes, properties and good memories; change of living locations “hometowns” and environment - from “proper” houses and loved places to “vulnerable” camp tents.

Post-traumatic events, i.e. campsite incidences, also disturb the students' emotional wellbeing. Exposure of children to the scenes that are violent in nature or that promote violence and fighting has been found damaging the children's emotional wellbeing. This can be evident in the following incident reported by a focus group participant.

Figure 4 - Impact of Emotional Wellbeing on Student's Academic Performance (FGD-wise)



“Past experiences associated with violence and harmful TV channels that are broadcasting news or programmes that entail or promote violence and murder are influencing the children’s emotional wellbeing. The children are even frightened to see persons with long beards [referring to Muslim mullahs who resemble ISIS militants] on TV.”

- A teacher, Berseve 4 Basic Education School

However, “*past experiences and the experienced violence are not forgettable for majority of the students especially those in older ages*”, another teacher said. Therefore, any things that provoke such past experiences can influence the student’s emotional being.

Participants of a focus group summarized the problems of the children at their school as follows:

“The student’s problems are complex comprising of past experiences, trauma, harsh housing conditions in the camp, unsupportive camp environment, family problems, bad living conditions, and the school requirements (e.g. textbooks, notebooks).”

- Teachers, Berseve 1 Basic Education School

Student Academic Performance – 2014 vs. 2015

With improved camp and school environments (e.g. better tents, schools and classrooms), availability of better basic living and educational services, and introduction of FWE methods, emotional wellbeing of the schoolchildren considerably improved in 2015 than that in 2014 when the displaced community was first settled in the two camps (4 FGDs). In 2014, multiple factors caused high pressure on the students’ emotional wellbeing. In contrary to 2014 when there were many cases of students suffering from psychological and psychosocial problems, the teachers observed fewer cases in 2015 (1 FGD). As a result, the students reportedly performed better in school in terms of comprehension, concentration/focus, class participation, and even overall scores (4 FGDs).

4.1.3 Recommendations

More Appropriateness and Adaptability of FWE Methods to Local Context

Participant teachers of the five FGDs proposed a set of recommendations, as listed below, in order to make FWE methods more appropriate and adaptive to the local context

Time and Space

Timing and venue of FWE activities should not coincide with those of the schools (1 FGD). To support this, the possibility of conducting some activities (e.g., drawing and rhythms) as integration or adaptation to similar formal school lesson/subjects should be explored (1 FGD). For example, drawing and rhythms are closely related to arts and sports education lessons, respectively. Another possibility to be explored is to allow FWE activities be conducted in one day per school week– one class per day per week (1 FGD). If this is not possible, then after-school hours can be used in such a way that it does not affect the students’ academic study (1 FGD). A separate venue or facility is needed for the FWE activities and events. A location detached from the school premises can be an ideal location for FWE extra-curricular activities (1 FGD).

Appropriateness of FWE Activities to Local Context - Inter-Culture Experiences and Considerations.

A mixture of both German and local exercises and experiences should be integrated in FWE’s interventions, taking into consideration the age factor of students and appropriateness of each activity

(1 FGD). Accordingly, activities can also be categorized into two groups to be conducted separately under future programming – children activities and adolescent activities.

School Curriculum

Differences in the curricula between the German schools and the local schools should be taken into consideration when designing future programmes (1 FGD). As earlier mentioned, FWE methods should also conform to the students' educational system.

Monotony of FWE Activities

To make FWE methods more interesting for students, there is a need for breaking monotony in FWE activities by frequently changing their types or contents to include more exciting elements (1 FGD).

A Holistic Approach to Improving Student's Emotional Wellbeing

Participant teachers were encouraged to propose feasible methods for handling or managing the influence of emotional wellbeing of the students on their academic performance. Since the students' emotional problems are related to a mixture of past experiences/trauma, home, community and school factors, participants believed that the influence of such problems could be handled or managed through a holistic approach, mainly involving home and school. This approach includes several means as follows with the frequency of each means per FGDs is indicated within brackets:

School and Parental Attention to Children

School and family attention and care of the children are important (5 FGDs vs. 4 FGDs) because they should feel that they are given due attention and care not only by their schools and families, but also by the society (2 FGDs). Once the student is emotionally stable, his/her focus could be geared more toward study and education.

Recommendations at Schools Level:

- 1) There is a necessity for providing psychological or psychosocial consultations and other relevant counseling services by qualified teachers to the students with trauma or other psychosocial disorders (3 FGDs). This aims to improve students' situation in order to enable them to continue study and perform better in school. Consultations/discussions can be based on students' needs and be provided regularly through personal interviews or regular sessions "involving teacher-student only". To boost this trend and make it more effective, it is important that parents be also involved in this process in order to discuss the children's issues, explore their background and causes, and seek ways to better handle/manage them (1 FGD). Consultations/discussions can touch upon the problems faced by the children, taking into consideration importance of establishing a friendly teacher-student relationship. Teachers' experiences in this field can also be used especially that they were reportedly able to manage a number of cases of students suffering from psychosocial or behavioral disorders in the past (1 FGD).
- 2) Psychosocial consultations may be better provided by psychiatrists for traumatised, psychologically and psychosocially stressed students and teachers as well (3 FGDs). This can be conducted through private sessions (one per month) between the psychiatrist and the student/teacher.
- 3) When services of psychiatrists cannot be secured, teachers with background or training in psychology as a field of study may replace them, if feasible.
- 4) Apart from consultation sessions, psychiatrists may provide lectures or seminars about relevant topics in psychosociology like mental health problems and symptoms, and how to handle psychological disorders – for students and teachers (1 FGD).

- 5) Teachers should always have positive and constructive relationships with students, but “*within acceptable limits*” (4 FGDs). This relationship may be mounted to some sort of friendly relationship, but in such a way that it does not affect the teacher’s integrity, dignity and academic status.
- 6) Teachers should treat students especially those at grade-1 gently and not in an intimidating manner. The way they deal with younger students should be different from that they do with older students (2 FGDs).
- 7) Teachers should also be helpful to students and avoid conflicts with them (1 FGD). Nevertheless, the teachers were reported to be flexible enough that they allowed the students to leave class freely if they were not interested in study (1 FGD).
- 8) The need arises for achieving some kind of equality in treatment in class. This can be done through the teacher using his/her insight and skills to eliminate existence/or at least creation of feeling of differentiation among students in terms of disability, intelligence, etc. (1 FGD). This procedure will make the students feel that they are given due care, attention, and equal treatment.
- 9) Need arises for diversification of activities at class/schools as changes can be of benefits especially in the education sector (5 FGDs). In this regard, activities like doing rhythms may take only a few minutes. They can be useful especially for refreshing students’ minds (1 FGD). Storytelling (and making jokes) can be good extra-curricular activities and have been useful (2 FGDs). It can be used to refresh the students in class and to keep them from getting bored. Sports activities including physical exercises and drawing are also recommended activities (3 FGDs vs. 2 FGDs).

“It is not only important to teach students science through mind but also to teach them [extra-curricular] things through body and heart [emotion].”

- Teachers, Berseve 4 Basic Education School

- 10) Incentivisation may encourage students to study more and enhance their educational standards. It includes presenting nominal gifts like pens to distinguished or active students (3 FGDs). This type of promotion is being conducted by some other NGOs in the two camps. School (scientific) competitions with rewarding successful students could be another means for improving students’ academic performance (1 FGD). [Such competitions and rewarding systems are not part of FWE’s Emergency Pedagogy] Also, class applauding can boost students’ morale (1 FGD).
- 11) Use of improved educational/learning aids was considered important in two FGDs. The aids may not only be related to study subjects but also to other relevant issues like psychology of students and trauma. They can be presented to the students in simpler forms like motion caricatures, video clips or films so as to attract them and encourage interaction (1 FGD). [This is not part of FWE’s Emergency Pedagogy as well] Presentation of such materials can reportedly help the students to overcome their shock and trauma.
- 12) Traditional teachers’ experiences in dealing with students should not be ignored (3 FGDs). Teachers can sometimes intervene in successfully managing the traumatic cases of students.
- 13) The scope of teaching activities should be expanded to include personal hygiene and public hygiene/sanitation. Students can be taught about how to take care of their bodies (e.g. nail cutting) and also about the necessity to keep a clean environment, for example, “disposal of wastes in designated recycling bins as the case in Germany”. Recycling bins of different colors, each for taking a different type of wastes, should be provided to schools.

- 14) Establishing school feeding programme - distribution of ready-made food items like cookies and milk to students during school days – will contribute to improving their academic performance (1 FGD). Low academic performance of many students was reportedly attributed to the students starving during the “long school day”.
- 15) There is a foreseen need for teachers at the two camps to receive additional trainings especially in management of psychological issues of the students or psychosocially disordered students (e.g. how to deal with traumatised children), and in other topics that were not covered under previous workshops (1 FGD). This can help the teachers in the student consultation process.

Generally, the participant teachers felt a collective reasonability to help the students who are still suffering from trauma and other psychosocial disorders in order to overcome these problems. This motivation, if combined with external support like trainings and material support for the students, is expected to produce more efficient outcomes.

Recommendations at Family Level:

Parental responsibility is mainly concentrated in giving adequate attention and care to their children. Child support is not only a family responsibility but also a social and educational responsibility. Parental attention and care are important for the children’s education. Parents or guardians should not neglect children. They should always be aware of the issues or problems faced by the children, be helpful to them, and assist them in facilitating their study (4 FGDs). To secure parental obligation to this responsibility, it was suggested that parents or guardians submit, to schools, written pledges for providing due attention and care for the children (1 FGD).

Recommendations at Society Level:

Social services and children networks are important for the children’s emotional wellbeing.

Pre-school Institutions

The role of pre-school institutions including kindergartens in child education has been considered important (1 FGD). Some negative behavioral and education aspects of the children at the five schools were reportedly attributed to their lack of access to qualified education at pre-school institutions. Therefore, it is important that these institutions have qualified and skillful teachers to properly teach children about essential issues that could efficiently help them when they move to primary school.

Role of FWE Methods

In three FGDs, participant teachers explicitly highlighted the role of FWE methods in handling/managing the influence of students’ emotional wellbeing by making the following remarks:

- FWE methods, if repeated and sustained, can help the students to overcome their past disastrous experiences and improve/maintain their emotional wellbeing. Storytelling and drawing (e.g. figures, lines) are good examples of these activities (1 FGD).
- Because of cultural, social, and educational differences, a number of FWE methods like storytelling need to be adapted to the local context - not necessarily with the same contents but with the same style (1 FGD). The aim is to make FWE services more efficient and have more sustainable impact.

4.1.4 Other Remarks

FGDs participant teachers made additional comments, as part of the data collection guide, in relation to the teaching process at the respective schools.

- Time was a major concern at the five schools as reported in all FGDs. Class time is short and limited making it difficult for teachers to deliver whole theory lessons within allowable timeframe. This negatively affects the students' academic performance especially those at grade 12, as they are formally required to study whole curriculum/textbooks.
- Sometimes, the teachers conduct additional classes for the students after school hours in order to complete the determined curriculum.
- Generally, there is lack of teachers at the five schools as a number of teachers travelled abroad and some others have failed to come to work because of delays in receiving their monthly salaries.
- In 2015, students at the five schools had access to better school facilities compared to 2014 when the schools/classes were accommodated in tents. Nevertheless, a few of the five schools were still suffering from lack of adequate classrooms because of increased enrollment. As a temporary solution, a few classes were accommodated in tents erected outside the school premises.
- The five schools are generally suffering from lack of educational and other school supplies such as desks and textbooks.
- Distribution of supplies like uniform clothes to the students could encourage them to come to school and perform better.
- Managements of the five schools were frequently submitting lists of the schools' requirements to UNICEF representative (*Mr. Firas*); however, they had not received any response from them.
- The children playground established adjacent to the southern side of the premises of Berseve 3 BES, in Berseve II camp, is often a source of disturbance and damage rather than benefit to the school. As the playground is not fenced, children from all over the camp come together to play there. Such gathering of children does not only create loud noises, disturbances and distractions for the adjacent classrooms, but also cause damages to the school premises as the children try to break into the school by jumping over the school fence. Meanwhile, the schoolchildren sometimes try to drop out of classes to play there. This playground needs to be fenced in order to prevent children from crossing over to the school, if not to seal off the external sounds coming from it.



Evaluation Team Conducting 2 Focus Groups – at Berseve 2 High School (left) and Berseve 3 BES (right)

4.2 Interviews with High School Students

4.2.1 Characteristics of the Sample

Fourteen interviews were conducted with the students of Berseve I High School for IDPs, a school officially affiliated to/supported by IG, in Berseve I camp. Respondents were 109 adolescents (64 female and 45 male) who participated in FWE pedagogy workshops after school hours. The interviews are classified into four types per the number of participants: individual (1), paired (1), triad (1), and group (11) (Table 8).

Table 8 - Characteristic of Interview Respondents

Data Collection Methods	Students		Date
	No.	Gender	
1 individual Interview	1	Male	26/11/2015
1 group interview	8	Male	26/11/2015
1 group interview	4	Male	26/11/2015
1 group interview	6	Male	26/11/2015
1 group interview	7	Male	26/11/2015
1 group interview	6	Male	26/11/2015
1 group interview	11	Male	26/11/2015
1 paired Interview	2	Male	10/12/2015
1 group interview	4	Female	12/12/2015
1 group interview	25	Female	12/12/2015
1 group interview	17	Female	12/12/2015
1 group interview	10	Female	12/12/2015
1 group interview	5	Female	12/12/2015
1 triad interview	3	Female	12/12/2015
14 interviews	109	64 female students 45 male students	

4.2.2 Results and Discussion

Application of FWE Methods by Students

Initially, the high school students were asked through standardized interviews about the type of German team (FWE project) activities they participated in. They were also asked impromptu whether they were still practicing these methods - in class, outside class, or outside school (e.g. at home) - to further substantiate the responses. In five interviews, 42 students (39% of total respondents) explicitly reported practicing a number of the FWE activities, apparently based on their interests. Out of this figure, the female students represented 29%.

Application of FWE Methods by Teachers

In two separate interviews, 27 female students (25%) informed that FWE pedagogy methods have not been applied by their teachers in class.

Usefulness, Adaptability/Appropriateness and Sustainability Needs of FWE Activities

The interviewed students were asked whether FWE activities were useful and it is necessary to continue them. All the responses were affirmative for the usefulness and the need to continue them.

Respondents were also asked about the reason for regarding FWE activities as useful. There were multiple responses– identical, similar and variant. The response patterns are aggregated in the below table per frequencies, i.e. the number of interviews in which each response was stated, as well as the total number of reporting students.

As seen from Figure 5 and 6 and Table 9, students’ perception that “FWE activities help us to forget themselves” has been identified as the most dominant perceived reason for believing in usefulness of these types of interventions. “Learning new things” comes as second highest reason while “FWE activities help us to relax/relieve physically” and “FWE activities are useful for our health/wellbeing” are the next top reasons.

However, 21% of total respondents (17 girls and 6 boys) in two interviews stressed the need for conducting FWE activities not during school hours. In another interview, 23% (25 girls) were divided in their opinion about usefulness of FWE methods. One group confirmed usefulness of activities while the other group indicated more suitability of the activities for young children and suggested to have instead other activities like English language training for the youth.

Seven male students at one interview emphasized limited time of FWE activities and pointed to the difficulty of learning all FWE methods within three days (of the pedagogy workshop). Similarly, eight boys at another interview expressed the need for spending more time on FWE activities. Likewise, two boys in a third interview reported of inability to attend all FWE activities because of time inappropriateness. In addition, 11 boys (10%) in another interview reported of FWE activities not including any mental games.

Figure 5 - Reasons for Usefulness of FWE Activities (Interview-wise)

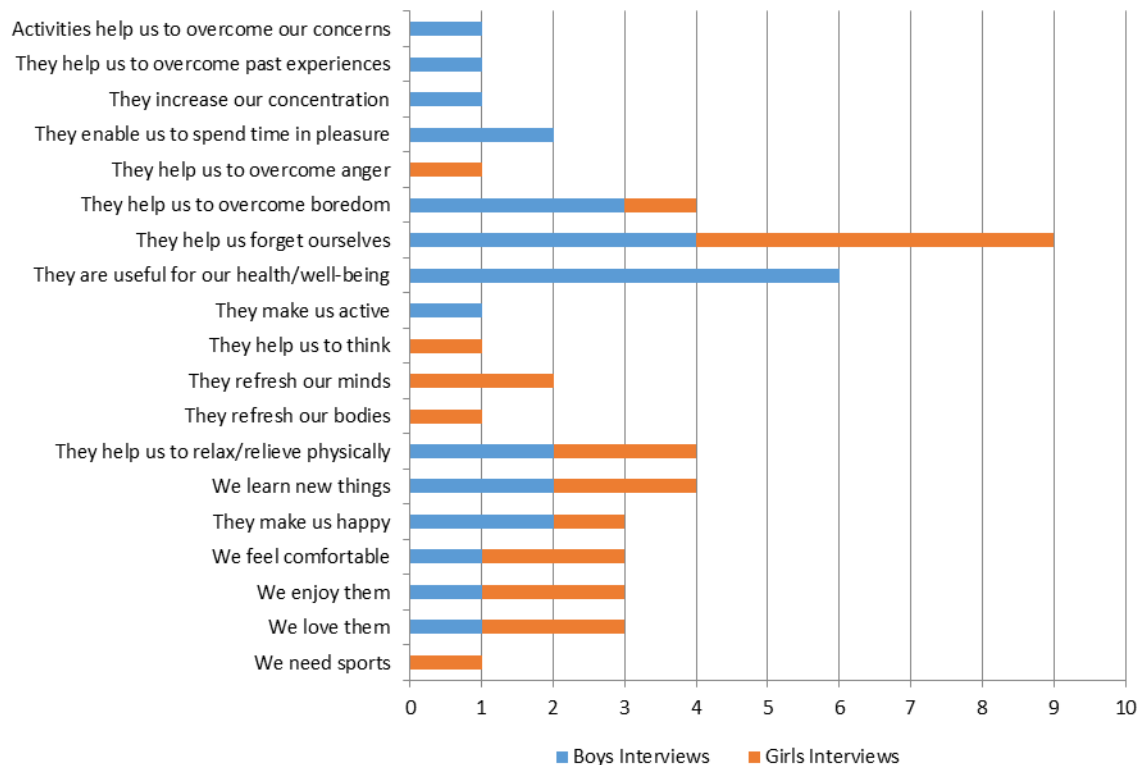


Figure 6 - Reasons for Usefulness of FWE Activities (Student-wise)

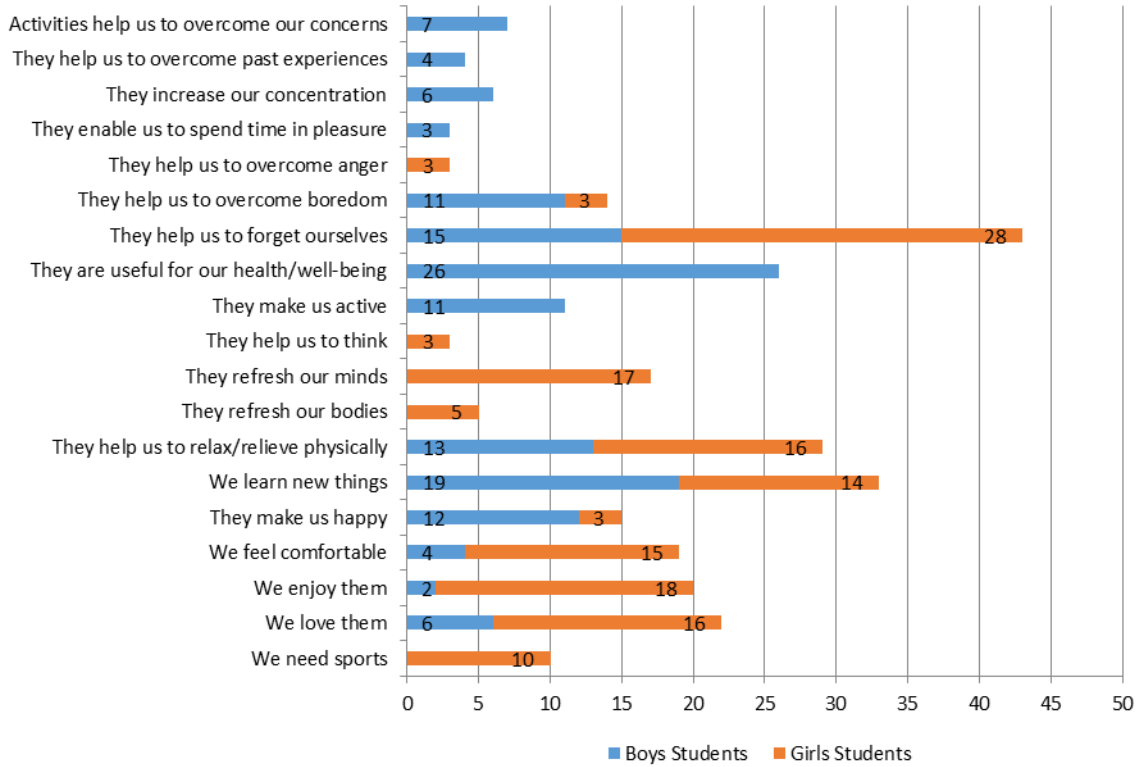


Table 9 - Reasons for Usefulness of FWE Activities

Reason Pattern	Interview N = 14 Student N = 109		Frequency					
			Male		Female		Total	
	Interviews	Students	Interviews	Students	Interviews	Students		
Activities help us to overcome past experiences	1	3.7%			1	3.7%		
Activities help us to overcome our concerns	1	6.4%			1	6.4%		
Activities help us to overcome anger			1	2.8%	1	2.8%		
Activities help us to forget ourselves	4	13.8%	5	25.7%	9	39.4%		
We need sports			1	9.2%	1	9.2%		
We love activities	1	5.5%	2	14.7%	3	20.2%		
We enjoy activities	1	1.8%	2	16.5%	3	18.3%		
We feel comfortable	1	3.7%	2	13.8%	3	17.4%		
Activities make us happy	2	11.0%	1	2.8%	3	13.8%		
Activities enable us to spend time in pleasure	2	2.8%			2	2.8%		
We learn new things	2	17.4%	2	12.8%	4	30.3%		
Activities help us to relax/relieve physically	2	11.9%	2	14.7%	4	26.6%		

Reason Pattern	Frequency					
	Male		Female		Total	
	Interviews	Students	Interviews	Students	Interviews	Students
Activities make us active	1	10.1%			1	10.1%
Activities are useful for our health/wellbeing	6	23.9%			6	23.9%
Activities refresh our bodies			1	4.6%	1	4.6%
Activities help us to overcome boredom	3	10.1%	1	2.8%	4	12.8%
Activities refresh our minds			2	15.6%	2	15.6%
Activities help us to think			1	2.8%	1	2.8%
Activities increase our concentration	1	5.5%			1	5.5%

Benefits and Learnings from FWE Activities

The evaluation also assessed the extent to which the high school students have benefited or learned from FWE activities. As both Figure 7 and 8 and Table 10 display, games were the types of activities mostly benefited by 50% of the respondents. They were followed by sports/physical exercises (49%), music/songs (47%), rhythms (39%), etc.

Figure 7 - Students' Learnings from FWE Activities (Interview-wise)

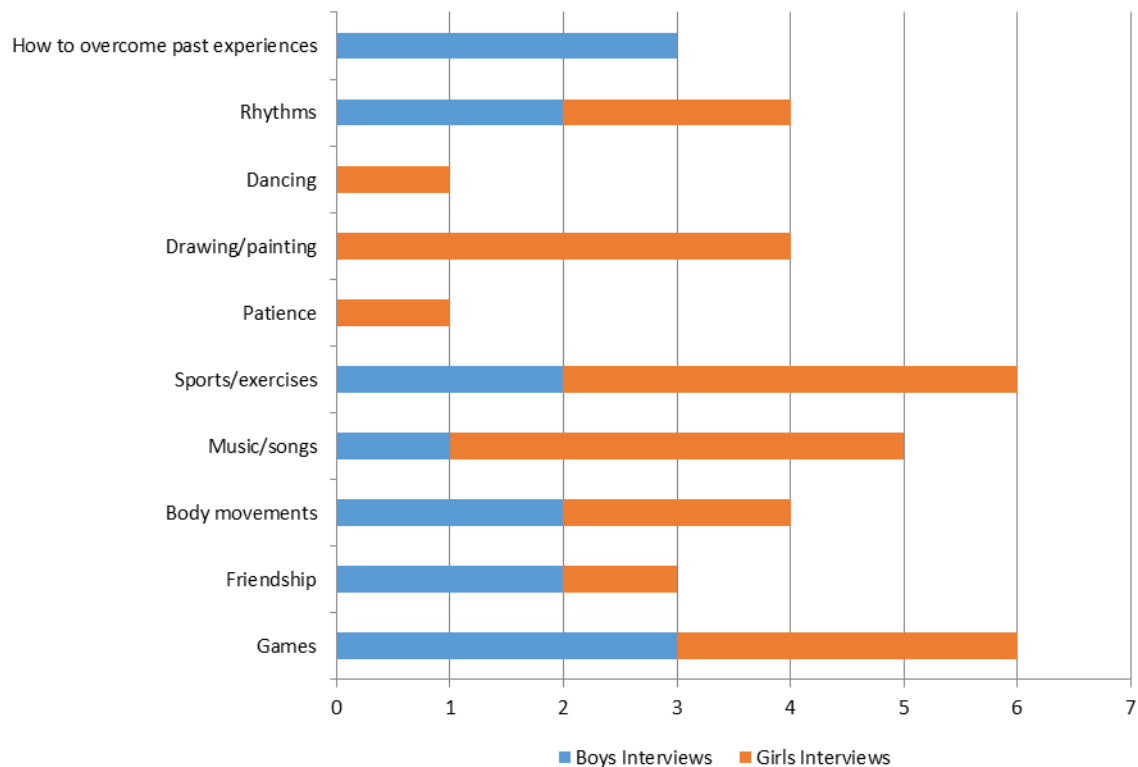


Figure 8 - Students' Learnings from FWE Activities (Student-wise)

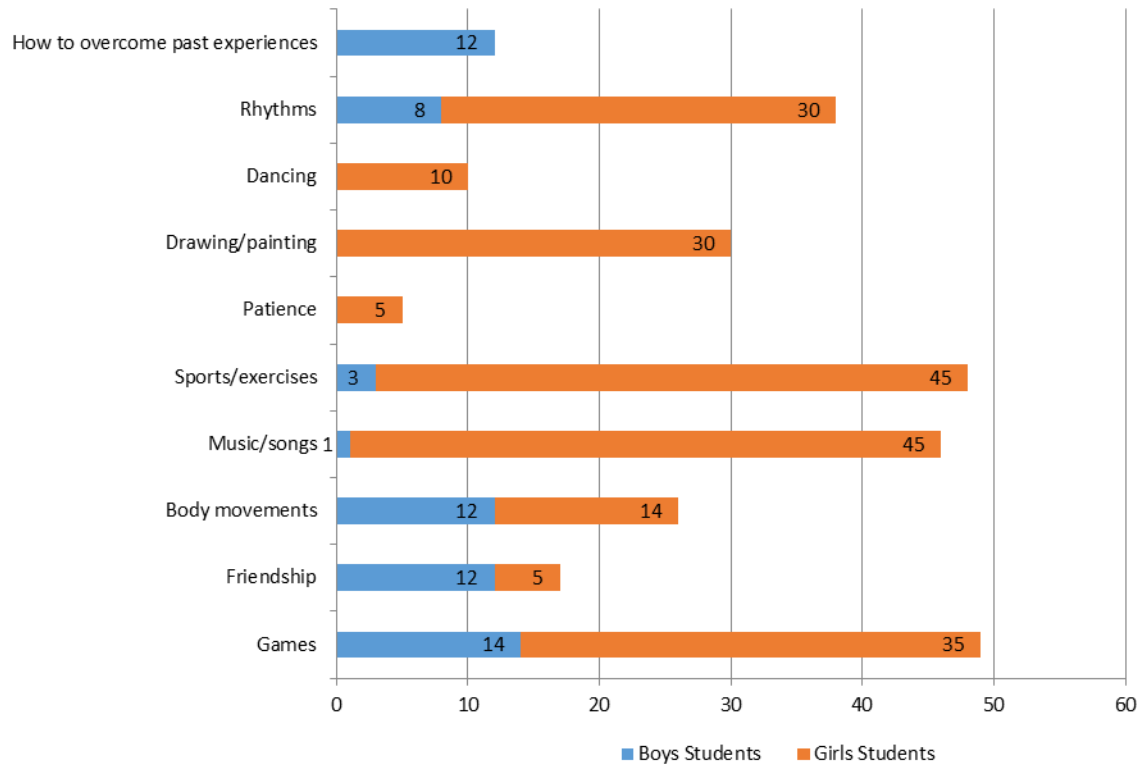


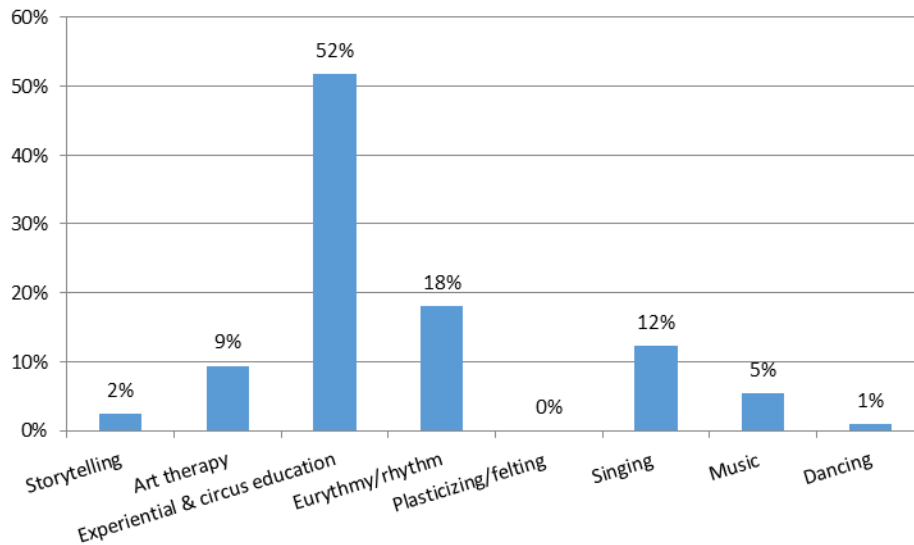
Table 10 - Students Learnings from FWE Activities

Student Benefits/Learnings	Frequency					
	Male		Female		Total	
	Interviews	Students	Interviews	Students	Interviews	Students
Games	3	14.3%	3	35.7%	6	50.0%
Friendship	2	12.2%	1	5.1%	3	17.3%
Body movements	2	12.2%	2	14.3%	4	26.5%
Music/songs	1	1.0%	4	45.9%	5	46.9%
Sports/exercises	2	3.1%	4	45.9%	6	49.0%
Patience	0	0.0%	1	5.1%	1	5.1%
Drawing/painting	0	0.0%	4	30.6%	4	30.6%
Dancing	0	0.0%	1	10.2%	1	10.2%
Rhythms	2	8.2%	2	30.6%	4	38.8%
How to overcome past experiences	3	12.2%	0	0.0%	3	12.2%

Students' Preferences for FWE Activities

Respondent students were requested to rank order the list of FWE activities they liked most, using ordinal/ranking scale (1 for highest, 2 for lower, etc.). The purpose was to identify which activities were most desirable by the students. The results provided an interesting picture of student's preferences although individual responses did not cover whole list of activities but only a few of them. To show comparative results on a bar chart, direction of numerical ranking given for each response was reversed to re-assign '1' for the activity with lowest ranking in order to give more weighting for the activities with highest ranking. Figure 9 shows that experiential and circus education (group games, body movements and balancing exercises) are the activities most liked by the students. They are followed by eurythmy/rhythm (special/healing movements such as physical exercises), singing, art therapy (painting and drawing), etc.

Figure 9 - FWE Activities Liked Most by Students (Interview-wise)



Consultant Conducting Focus Group in Class
at Berseve I High School for IDPs in Berseve I Camp

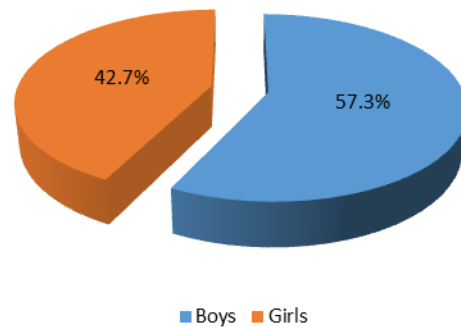
4.3 Interviews with Student Mothers

Thirty-two home visits were made within the two camps (20 in Berseve I and 12 in Berseve II) for interviewing mothers of the students who participated in FWE pedagogy workshops at the five target schools in an attempt to gather additional information about the children's overall functioning in order to assess the project outcomes and impact.

4.3.1 Characteristics of the Sample

The randomly selected sample of mothers included 32 women of different ages and educational backgrounds and from different locations within the two camps in order to ensure equal spatial coverage of the representative samples. Interviews covered 75 schoolchildren (32 female and 43 male) representing 1.3% of the total beneficiary students (children and adolescents) (Figure 10).

Figure 10 - Beneficiary Students of Pedagogy Workshops



4.3.2 Results and Discussion

Engagement of Children at School and Family

Mothers were asked whether their schoolchildren were telling them about some activities they participated in with an international German team (FWE team). Almost all responses (29 mothers equivalent to 90.6% of the total sample) were affirmative; only three mothers reported of indirectly learning about their children's engagement in the activities.

“They [my children] don’t talk about the activities, but they get benefit from them.”

- A student mother, Berseve II camp (Respondent No. 16)

Although many children were customarily informing their parents particularly mothers about their daily activities at school, FWE pedagogy workshops were the dominant topic of the day. A few students were reportedly talking to their mothers about how they were doing the “German team” activities, such as sports, games, singing, drawing, painting, and “mental” activities.

“My children did not tell me about the German team activities everyday but some days they were singing some songs, which they said the German team taught them.”

- A student mother, Berseve II camp (Respondent No. 30)

Children's Love of FWE Activities

All respondents reported of their children's love of FWE activities. The most frequent responses were that the “children love these activities very much”, “children love them a lot”, “children were happy with these activities”, “children enjoyed them”, “children wanted to have them every day”, and “children wanted to go there [school] everyday because of these activities”.

Positive Changes in Children’s Behavior

Interviews explored positive changes in the schoolchildren behaviors following their displacement and pre- and post-project period through a 2-part question: 1) Children’s feeling of more protection and safety (currently) in home or school environment, and 2) children’s capacity to create and maintain good relationships or friendships with other children. All respondents reported of noticing positive changes in the feelings of their children during the last nine months, i.e. project period, and affirmatively confirmed both sections of the question. In addition, respondents spontaneously reported of other positive behaviors that were closely linked to the two aspects (Table 11).

“My son is now more comfortable than before [9 months ago] with respect to his psychological, physical, mental, and health conditions.”

- A student mother, Berseve I camp (Respondent No. 29)

About 91% (29) of the 32 respondents believed that the positive changes in their children’s behavior were attributed to the FWE activities during the said period.

“When we first came here [to the camp], my children were scared; they couldn’t go out and play, and had no friends. But now, they can go to these [German team] activities, they have friends and they don’t stay alone at home. They often go out to play and have fun”

- A student mother, Berseve I camp (Respondent No. 27)

“Yes, I believe the positive changes in my children’s behavior are attributed to the German team’s activities. They always want to go to school to do these activities.”

- A student mother, Berseve II camp (Respondent No. 18)

“At the beginning of our displacement, my child was scared about what was going to happen to his life because he saw many people dying, crying, etc. After the German team came here, he has almost enjoyed life with them.”

- A student mother, Berseve I camp (Respondent No. 29)

“Now, my child is feeling better than 9 months ago. When we started our new [displacement] life in Zakho, which was a foreign zone for us, the child was not feeling safe but because of the German team, he is feeling the opposite. He has almost returned to normal conditions.”

- A student mother, Berseve II camp (Respondent No. 30)

“I have noticed a slight change in the behavior of my son because the German team activities were very helpful to him. He has learned new activities; he enjoys them and he wants to learn.”

- A student mother, Berseve II camp (Respondent No. 31)

Behavior	Frequency	
	# of Mothers	%
Children's feelings/attitude improved (happier)	15	47%
Children enjoy/have fun	10	31%
Children are more comfortable	4	13%
Children can go out and play	2	6%

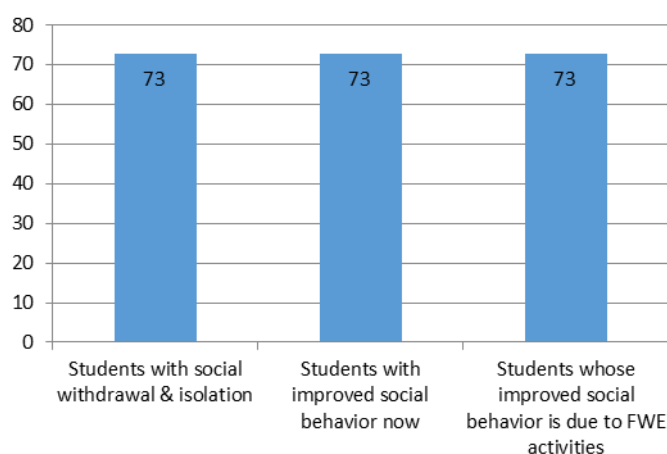
Behavior	Frequency	
	# of Mothers	%
Children have friends now	9	28%
Children always want to go to school/school has an impact on them	8	25%
FWE team was helpful to children educationally, psychologically, etc.	5	16%
Child/children learn new things	3	9%
Children forget about past experiences	3	9%
Children are psychosocially better	4	12%

Children’s Social Withdrawal and Isolation

This section of mothers’ interviews investigated the possibility of schoolchildren having social withdrawal and isolation behaviors, presumably because of the past tragedies. Respondents were asked to state whether their children had been withdrawn, alone, or not playing with friends (i.e. isolating themselves) nine month ago. As reported by 94% mothers, 97% (73) of the children had these problems in the past but all of them have reportedly seen improvement in their social behavior, overwhelmingly due to FWE activities. Specifically, 53% (17) of the interviewed mothers reported, as an additional comment, that their children were also sad prior to the project period (Figure 11 and Table 12).

Schooling also has an impact on the social wellbeing of the children. When going to school, the children were able to talk to each other, interact, and play together – all activities provided by FWE team. As reported by many mothers, FWE has an efficient role in providing suitable environment and means for contributing to improved social behaviors of their children.

Figure 11 - Students with Social Withdrawal & Isolation



“One of my children can hardly talk now because we were near ISIS militants. The children were so afraid and not going out. They now feel safe and are better because of the German team activities.”
 - A student mother, Berseve II camp (Respondent No. 14)

“When we first came here, my son was very upset and was always alone keeping distance from us. But later - after a short period of time - he has changed a little bit. He forgot the things he saw because of ISIS. As he went to school, he has friends now. The German team activities allowed him to learn new things and meet new friends there. They play games in group.”
 - A student mother, Berseve I camp (Respondent No. 28)

“At the beginning, my children were sad and afraid but now they are much better. The German team has a big role in this.”
 - A student mother, Berseve II camp (Respondent No. 23)

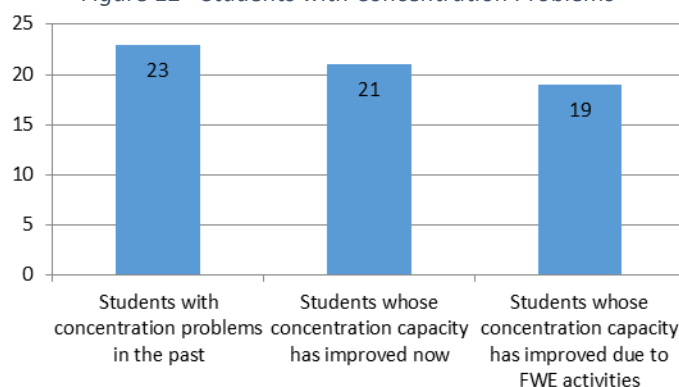
Table 12 - Social Withdrawal & Isolation among Students

	Frequency			
	Mothers		Children	
	No.	%	No.	%
My child/children had been withdrawn, alone, or not playing with friends (i.e. isolating themselves) 9 months ago				
Mother interviewees N: 32		Children N: 75		
Yes	30	94%	73	97%
No	2	6%	2	3%
My child/children are better now				
Mother interviewees N: 30		Children N: 73		
Yes	30	100%	73	100%
No	0	0%	0	0%
Attribution of improvement in children's situation to FWE activities				
Mother interviewees N: 30		Children N: 73		
Yes	30	100%	73	100%
No	0	0%	0	0%

Children's Concentration Capacity

Respondents were asked to indicate whether their children had been unable to concentrate or had relevant troubles at school before the project period. As shown in Figure 12 and Table 13, 31% of the schoolchildren (23) were reported to have these mental problems in the past. However, the concentration capacity of the majority children (21) has improved afterwards, mainly due to FWE pedagogy workshops.

Figure 12 - Students with Concentration Problems



“My children were good at school in the past [before ISIS onslaught] but when we came here, they forgot everything they learned in the school because of the horror they experienced in our hometown. However, the children are getting better now and are performing very good at school.”

- A student mother, Berseve II camp (Respondent No. 23)

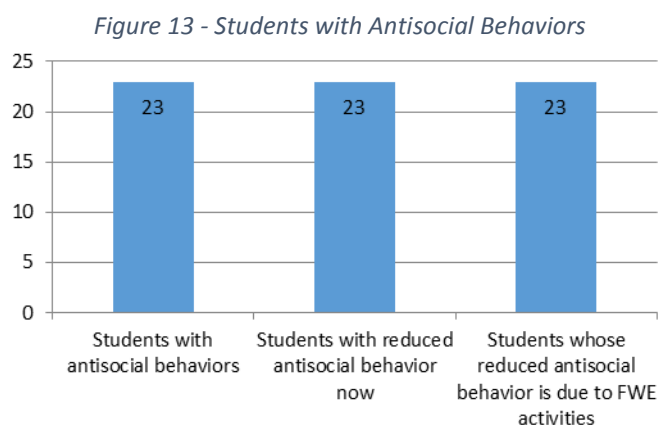
Table 13 - Students with Concentration Problems/Troubles at School

	Frequency			
	Mothers		Children	
	No.	%	No.	%
My child/children were unable to concentrate, having trouble at school 9 months ago				
Mother interviewees N: 32		Children N: 75		
Yes	10	31%	23	31%
No	19	60%	46	61%
N/A	3	9%	6	8%
My child/children are better now				
Mother interviewees N: 10		Children N: 23		
Yes	8	80%	21	91%
No	2	20%	2	9%
Attribution of improvement in children's situation to FWE activities				
Mother interviewees N: 8		Children N: 21		
Yes	7	87.5%	19	90%
No	1	12.5%	2	10%

Note: N/A refers to the children who started school only during the project period.

Children's Antisocial Behaviors

The interview process investigated certain antisocial behaviors of the schoolchildren before and after the project period. Respondent mothers were requested to state whether their children had been physically aggressive, uncooperative, or being hard to discipline during the last nine months. 31% of the subject schoolchildren were reported to have afore-mentioned antisocial behaviors (Figure 13). All of them have seen an improved social behavior due to FWE activities. Responses for past behavior of the children also included antisocial behavioral patterns like "disobedient", "naughty", "angry", "hard to deal with", and "not having any interest to study".



".... but now my son is better. He listens to me, stays with the family, and does not stay alone."
 - A student mother, Berseve I camp (Respondent No. 28)

As seen from Table 14, school has also a role to some extent in improving the situation of children. 25% of respondents reported of their children's exclusive desire to go to school to "do these [German team] activities".

“In the past, my son was sad and not listening to anything I used to say. Now, he is better psychologically and is more comfortable because of German team’s activities. If the school had not been available, he would have gone crazy.”

- A student mother, Berseve II camp (Respondent No. 25)

Table 14 - Students with Antisocial Behaviors

	Frequency			
	Mothers		Children	
	No.	%	No.	%
<i>My child/children had been physically aggressive, uncooperative, or being hard to discipline 9 months ago</i>				
Mother interviewees N: 32		Children N: 75		
Yes	12	37.5%	23	31%
No	20	62.5%	52	69%
<i>My child/children are better now</i>				
Mother interviewees N: 12		Children N: 23		
Yes	12	100%	23	100%
No	0	0%	0	0%
<i>Attribution of improvement in children’s situation to FWE activities</i>				
Mother interviewees N: 12		Children N: 23		
Yes	12	100%	23	100%
No	0	0%	0	0%



Evaluation Assistants Interviewing Students’ Mothers in Berseve I & II IDP Camps

4.3.3 Other Remarks

Other remarks made by the student mothers during the interviews are as follows:

- In Berseve I camp, the school teachers are Yazidis; therefore, they do not treat the schoolchildren [who are Muslims] in a right manner particularly in the way they talk to them.
- In Berseve II camp, the children go to school three days a week apparently because of insufficient classrooms, compared to the increased enrollments. This makes the children sad because they want to go to school every day. In addition, this affects their educational performance because they easily forget the lessons due to the weekly long (non-schooling) gap of two days.
- Many children at school age have not been enrolled at any school because of lack of schools in the two camps.

4.4 Focus Group Discussion for Project Team

4.4.1 Characteristics of the Sample

Respondent sample included all members (4 female and 6 male) of FWE local team who were working as social workers/educators or more correctly pedagogues since they received adequate training and mentoring from FWE international team which qualified them to work in emergency pedagogy.

4.4.2 Results and Discussion

Importance of FWE Activities for Children

FWE team members were asked whether they think it is important for the children to do the activities, which they did with them under the UNICEF/FWE project in 2015. Participants unanimously emphasized the importance of this action, stemming from the way they viewed the project impact on the target groups specifically the children. At the beginning of the project, there were reportedly several displaced children with psychosocial problems in the two camps which were evident in different forms, for example, absent-mindedness and distraction.

“With the progress of project activities, the children were enabled to overcome the psychosocial disorders and subsequently improve their situation “by about 90%.”

- A FWE local team member

FWE’s interventions included three types of activities: *“Physical, mental and heart [feeling] exercises”*. A combination of the three types can provide valuable benefits for the children and have indeed proved effective under this project. In fact, the nature of FWE activities and how they were conducted made them important for the children. As a demonstration of this assumption,

“Whenever the children who previously attended the FWE workshops saw us whether inside or outside schools in the two camps, they started singing the songs or imitating/doing the activities that we taught them. They even kept on asking us when will you come back to the school)”

- A FWE local team member

In the opinion of majority of the focus group participants, the most outstanding reason that made FWE to conduct activities with the children is the fact that *“children are important and are our future”*. Another reason is that *“FWE activities are distinguished from formal school activities.”*

Changes in Children Behavior

FWE team reported having an affirmative impression that the children have changed or their behavior have become different through the activities, which they did with them. As an observation to substantiate this consent,

“At the beginning of the project, the children were rather afraid and reluctant to join our (FWE) workshops, or even approach us (team members). Gradually, the children’s behaviors have changed and later they have become more attractive to FWE activities.”

- A FWE local team member

The children also have shown more interest in FWE activities and tried all possible means to attend them despite the existing obstacles that hindered outsiders to have access to the school playing yards where the activities were conducted; in fact, *“they were jumping over the fence to come inside the school premises.”*

Because of their experience in working with the traumatised children since the start of the project, the project team can certainly identify the children with traumatic experiences or abnormal behaviors, for example, they can find out whether a child is traumatised or not, using some FWE methods. A team member remarked, *“It is easy to identify whether a child has trauma by requesting him/her to draw something already drawn on the whiteboard. If the child draws it correctly, it means that a status free of trauma; otherwise, a traumatic status.”* Another member noted, *“Trauma in children can also be identified when they are afraid or concerned, feel uncomfortable, breath or talk abnormally, want to be alone, or remain without friends.”*

The team members reported working with children with behavioral problems, such as being aggressive, sad, very shy, isolated or very cheeky, and not listening to the teachers or what they were saying. They were also nervous, withdrawn and reluctant to join gatherings. Despite the difficulties they faced in working with such children, the team members nevertheless worked persistently *“to achieve the project targets by observing changes in the behavior of the children.”*

Table 15 shows comparative changes in the behaviors of the beneficiary schoolchildren pre and post-project, as observed by the project team.

“In contrary to the initial situation, the children later have become more disciplined, cooperative and active; for example, they have been coming to school earlier, awaiting team’s arrival.” “Also, it was rather difficult to arrange the children in a large circle but with progress of project activities, they have been gradually able to arrange themselves into a circle with less interference or guidance from us.”

- Two FWE local team members

Table 15 - Children Behavioral Changes Pre- & Post-Project	
Pre-FWE Activity Behavior	Post-FWE Activity Behavior
Sad	Happy
Shy	Confident, outgoing*

Pre-FWE Activity Behavior	Post-FWE Activity Behavior
Nervous	Calm, relaxed*
Withdrawn	Sociable, friendly*
Reluctant	Daring
Less disciplined	More disciplined
Less cooperative	More cooperative
Less active	More active, enthusiastic*

* Each of these terms applies to a certain group of children and not necessarily to all.

Changes in children’s behavior were also reported in a different sphere. At the beginning, the level of cleanliness at the schools was reportedly poor as garbage was scattered everywhere inside and around school premises. However, with the guidance and intervention of project facilitators, the students began to *“take care of the school cleanliness and the situation in the schools has improved by about 50%.”*

Attribution of Changes to FWE Project Activities

FWE team members attributed changes in the behavior of students [probably partially] to the way they dealt with them during the workshops – a very gentle treatment without considering use of disciplinary actions or measures against children like recording absenteeism (for not attending activity sessions) or punishing them for any improper behaviors.

The majority of respondents reported of an affirmative impression that they could help or stabilize the schoolchildren with FWE methods. This belief was based on the team’s strengths, the top of which is their *“love of work with children”*. Love of children and community work, patience, endurance, and persistence were among other motives that encouraged the team to help or stabilize the traumatised children *“by about 70%”*. In the past, there were difficult children cases that demonstrate their intricate traumatised situation. For example,

“The displaced children at either of the two camps were seen singing war songs about Sinjar or carrying toy weapons and chanting slogans for liberation of Sinjar. Some children who were in the ISIS captivity in Sinjar for some period were still chanting a famous ISIS slogan. The FWE activities helped the children to forget these gradually. However, FWE could not help stabilize traumatised children by 100% as they need psychotherapy.”

- FWE local team members

As an indication of other impacts of the project, FWE team members have dominantly reported of feeling psychosocially more stable than before working with FWE as they learned many good virtues such as independence and self-reliance. They confirmed positive changes that have happened in their lives. Most of them acquired more positive attributes - patience, understanding, respect, trust, co-existence, cooperation, and religious tolerance - which have changed the way they deal with the community members including displaced children and with their families at home.

Students’ Love of FWE Activities

Almost all of FWE team members reported of the beneficiary schoolchildren’s love for FWE activities because of the following motives:

Encouragement

FWE activities were considered as a tool used for encouraging the students to come to school and to study. Otherwise, *“they would not have often come”*.

Interest in/Attractiveness to FWE Activities

Unlike the situation at the initial phase of the project, the children were more interested and active in FWE activities, attractive to them, and trying to attend them by any means. As an example, the team members observed that when the number of allowable children per workshop was limited, *“Other children, from outside the schools, tried to join the activity sessions by even climbing over the school BRF fence. Helplessly, they and young outsiders even tried to watch the activities by peeping through the school fence or the classroom windows.”*

Preference of Pedagogical Activities Over Schools’

FWE pedagogical activities were different from the schools’ including class-based and outdoor sport activities. They were more psycho-sociology - and entertainment-based, contrary to formal class-based education. For children, FWE approaches were viewed as more flexible with less disciplinary actions, in



Outsider Children in Berseve I & II Camps

Attempting to Join FWE Pedagogy Workshops (left) or Watch them Behind the Target School Fence (right)

contrary to school classes that were seen as more disciplinary and intimidating. FWE activities did not include procedures/measures that could be construed by children as difficult or intimidating in nature or in the way they were conducted. Involvement in FWE pedagogy workshops was reported to be easier and more encouraging for children; therefore, the pedagogical activities were more attractive to them.

Diversified FWE Approaches

FWE’s approaches in child education were diversified in terms of the type of conducted activities as well as their reported frequencies or modes. For example, a session of a FWE activity conducted at each of the five schools lasted for 45 minutes and was followed by a break during which the children were provided with water and sometimes cookies. Then, they were involved in another type of activities that was different from the former in terms of nature, associated techniques, and location; for instance, an outdoor physical exercise vs. an indoor drawing or painting session. As a result,

“There is an increased response to or demand among the displaced children and adolescents on FWE pedagogical activities. The number of schoolchildren participating in pedagogy workshops has gradually increased. Children from every corner of the two camps have used to come to the schools to attend our activities. In some cases, an estimated 250 children attended a single FWE activity session which was much beyond the allowable limit [15].”

- FWE local team members

Project Local Team Members Liked Working with FWE

The project team members were asked, on a 5-point Likert scale, whether they liked working with FWE. Responses were unanimously rated '1' representing "Like a lot", but with variation in the reasons stated for this attitude. Some members pointed to their need to work with FWE as a *livelihood source*. Some others had diversified interests in this work; for example, this work was viewed as a *hobby or profession* (e.g. translation, driving), *love of work with children (like teachers)*, and *love of community service*. Some other members reported of becoming *more attached to working with FWE and children* although they could have access to better work opportunities.

"I feel bored during weekends as I want to be with my colleagues at work. I usually miss work with FWE."

- A FWE female local team member

For some members, *learning new activities and skills from the German team* could be another reason for working with FWE. However, a few staff indicated that they might leave FWE if they obtain better or more permanent employment opportunities like public jobs.

Team members were also asked about the things they liked most about working with FWE. *Work with children* in general and *love of teamwork* were the unanimous responses. Some indicated that for them the teamwork would be more enjoyable if the children joined us.

Usefulness, Adaptability/Appropriateness and Sustainability Needs of FWE Activities

The focus group participants were asked a series of questions that were designed to rate their opinion, on a 5-point Likert scale, about the following aspects of the FWE project: Usefulness of FWE activities, adaptability of FWE activities to the local context and socio-religious traditions [at the two camps], and needs for reviewing and improving the type and implementation mechanisms of FWE activities. Majority of the team members highly rated usefulness and adaptability variables (1 & 2) as "Very True" with the exception of review need variable (3) was moderately rated as "Somewhat True".

Below is a concise tabulated summary of the perceived reasons for the team's ratings for each of the afore-mentioned variables (Table 16).

Respondents N: 10	
I believe FWE activities:	Perceived Reason
are useful for the displaced children.	<ul style="list-style-type: none"> • FWE activities helped improve wellbeing of the children; • They helped improve psychological/social behavior of the children;
are useful for the teachers.	<ul style="list-style-type: none"> • FWE activities provided teachers with training in various topics; • They contributed to improving academic skills of the teachers; • They helped improve psychological behavior of the teachers; • They helped provide teachers with necessary skills to deal with different academic & behavioral aspects of children; • Teachers have an important role in the children's educational process.
are useful for the parents or PTAs.	<ul style="list-style-type: none"> • FWE activities provided forum for student parents-teachers; • They encouraged parents to pay more attention to their children & follow up their academic performance; • PTAs establishment was proved as an active initiative;

Respondents N: 10	
I believe FWE activities:	Perceived Reason
	<ul style="list-style-type: none"> • Parents highly valued importance of PTAs; • Parents were generally happy with FWE activities.
are useful for project local staff (team)	<ul style="list-style-type: none"> • FWE team members liked children & working with them, & sought their wellbeing; • They received valuable trainings from FWE international team; • Project enabled team members to acquire more skills & characteristics; • Team members learned many work approaches & techniques; • They also learned/improved their work conduct styles; • Many members personally benefited from project PSS & pedagogy education services as they are IDPs; • FWE activities contributed to improving their behavioral & psychosocial attributes.
are adaptable to local context & socio-religious traditions.	<ul style="list-style-type: none"> • FWE activities did not face any objection or conservation from the beneficiary communities; • They benefited the target groups regardless of their social, religious, economic & physical ability levels; • Student parents' concerns, if any, were heeded to & taken into consideration with ensuring improved adaptability of FWE activities to local context; • FWE activities were conducted at different places & times so as not to conflict with those of the schools; • Most FWE activities were simple & could be conducted using locally available materials.
need to be reviewed & improved.	<ul style="list-style-type: none"> • Shortcomings/gaps in FWE activities were addressed efficiently & on time; • FWE outreach/scope of services could be more extended if the mode of activities change from mobile rotating teams to a stationary center;

A brief description of the focus group results concerning afore-mentioned perceived reasons is presented below.

FWE activities were useful for displaced children

FWE activities generally contributed to improving wellbeing of the displaced students and to a large extent to improving their psychosocial behaviors. The beneficiaries have now become more patient and less aggressive; more friendly, sociable and participating in gatherings, social events and public activities; and more interested in/attractive to schools.

FWE activities were useful for teachers

The project provided the teachers with training in many aspects relevant to dealing with children. Its activities have *contributed to addressing the teachers' lack of basic skills* especially in terms of working with children and to *“how to put them back on the right track.”* They also *helped the teachers to become more patient, active, and interactive in teaching the children.* The activities are essential for the teachers *“who are considered very important for the children education”*, as they are responsible for delivering the educational messages to them in a proper manner.

FWE activities were useful for parents or PTAs

During the project period, the teachers were not able to attract the parents to deal/handle the school issues of their children *“by 100%”*. At the onset of the project, there were neither PTAs nor any joint

meetings to discuss the children issues. However, “today [10 December 2015], we established the first PTA under the project” in Berseve 3 BES. This PTA included five parents and three teachers as members.

“The PTA foundation meeting received good and active participation, and was attended by about 40 student parents (male).”

- A FWE local team member

One parent was quoted saying, “PTAs should have been established earlier.” Some others even suggested that the established PTA meets on a weekly basis.

“The parents were generally happy with FWE activities. If they were not happy, they would not have sent their children to attend our [FWE] activities. Some of them even used to bring their children to the schools to attend the activities.”

- A FWE local team member

FWE activities were useful for project local team

Two reasons supporting this perception were indicated. First, the *project team members liked the children and working with them, and want their wellbeing*. Second, *they received different trainings from the FWE international team which helped them learn a lot of things (e.g. skills, characteristics, games)*. They specifically *learned kindness, quietness, self-control, patience, endurance, persistence, eloquence, tactics, self-administration, teamwork, team management, and work with children*. Personally, 7 of the 10 team members are displaced persons; therefore, *they have benefited from FWE pedagogical activities - psychosocially*. In fact, they needed such activities.

FWE activities were adaptable to local context and socio-religious traditions

In general, FWE activities were *adaptable to the local context and socio-religious traditions of the displaced community* in the two camps. They targeted the schoolchildren equally regardless of their social situations or religious affiliation. There were *hardly any complaints* about inappropriateness of the project activities or approaches. There was only one single case where a few parents complained about the possibility of their children messing their clothes as they worked with the dark red clay (play dough). However, it should be noted that *“it is very difficult to satisfy all people.”*

In order to make activities more adaptable to the school settings (venue and time), the team tried to *use vacant spaces and times* – made available due to lack or absence of teachers - for conducting the workshops. The team also tried to *use time periods that were not overlapping with the children schooling times*. For example, they used morning periods for conducting activities for the children of afternoon school shift and vice versa.

“Many FWE activities could be conducted by children using available local materials; for example, charcoal for drawing and ashes for designing lines or painting on wall or ground.”

- A FWE local team member

FWE activities need to be reviewed and improved

Any problems arising while conducting the activities were solved by the FWE team. Throughout the project period, activities and approaches were often reviewed and adjusted as necessary by the international team. The only major shortcoming or impediment was lack of a dedicated space (facility) for conducting the activities.

Project Team’s Learnings from FWE Activities

What Project Team Members Learned Generally and about Themselves

The project team members were asked about what they learned generally and what they learned about themselves through their work with FWE. The purpose was to measure the degree of their benefiting from the FWE work or activities. With respect to the general learning, participant members explained that, as an example of the good level of coexistence that exists among them, *they could only know the religion of each other through inquiry* (Table 17). This indicates a general indifferent attitude towards the religious affiliation of people.

“We also learned how to work with children. At the beginning, we did not have enough knowledge on how to deal with them. But now we have gained much self-confidence and self-dependence, can work with them, and design games for them. We can even sing with the children, not like before when we were shy.”

- A FWE local team member

The team members explained that among other things they learned about themselves during their work with FWE was the *need for respecting all people* – children, adults, old-aged, family members, etc.

Table 17 - The Things FWE Staff Learned Generally & About Themselves

Respondents N: 10

What Project Team Members	
Learned Generally	Learned about Themselves
Patience	to be more patient
Steadfastness	to be steady
Persistence	to be more active, intelligent
Overcoming shyness	to be daring
Speaking fluently and eloquently	
to be daring	
Self-control	
Self-confidence	to be self-confident
to be less nervous	
Co-existence	to respect people more
How to work with children	
English language	
	to be humble

What Project Team Members Learned about How to Deal with Past Personal Experiences

The focus group respondents were asked whether they learned how to deal with some of their own personal experiences that they had gone through in the past. The basic past personal experience they learned how to deal with under this project was to improve their daily life or social characteristics. For example, in the past, *“It was difficult for some of us to talk comfortably in front of an audience or even at home because we felt shy. But now we dare to talk as we have overcome shyness.”* They also learned how to overcome difficult situations and be able to improve their livelihoods as they learned patience, respect of others, and persistence. In addition, some of them learned how to overcome the main

obstacles in having access to jobs – language inefficiency. They have *learned how to improve their language and communication skills* including English through practice.

4.4.3 Recommendations

Establishment of a FWE pedagogy center with necessary facilities (like office equipment and air-conditioning system), probably one in each camp, is essential. This will allow the children from all over the camps to participate in the FWE pedagogical activities at more appropriate and predetermined set timeframes. This is also expected to allow for more children and other groups to benefit from FWE PSS and pedagogy education with neither affecting school timing nor occupying school spaces. In addition, this center will allow the FWE pedagogues carry out activities more comfortably and efficiently.

4.4.4 Other Remarks

The project team members foresaw a need for/suggested increasing their monthly pay (salary) so as to commensurate with their living costs and to be up to the level of the salaries paid by other NGOs to their local employees. This can be also considered as a recommendations since its eventual outcome will be for the interest of improving the FWE work. It is to be noted that the NGOs in KRI are not committed to achieving an equal level of payment for national employees, but they have committed themselves to it.



Evaluation Team Conducting Focus Group with Project Local Team

4.5 Teacher Training Evaluation Questionnaires

This section includes different aspects of the post-training evaluation questionnaires completed by the teachers who participated in the teacher training programme. Training topics included foundations of psycho-traumatology, emergency pedagogy, PSS, trauma pedagogy, psycho-traumatology, and how trauma affects children’s learning abilities and classroom behavior. The teachers were also trained in child friendly teaching methods with a focus on the special needs of children with learning challenges due to difficult experiences, and they were given a practical guidance in psycho-traumatology.

4.5.1 Characteristics of the Sample

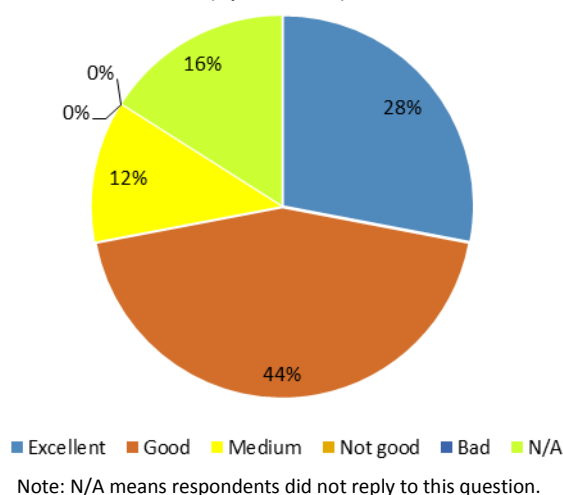
The teacher training programme was participated by 76 teachers of the five target schools in two groups: in June 2015 and September 2015. However, only 25 teachers completed and returned the evaluation questionnaires administered to them by the FWE team.

4.5.2 Results and Discussion

Overall Evaluation of Teacher Training

Overall evaluation of the training programme by the participant teachers shows highly positive outcome of FWE’s intervention. On a 5-point Likert scale, the results show that majority (44%) of the 25 respondents highly rated this activity as “Excellent”. Lower % (28) rated it as “Good” vs. only 12 % as “Medium” (Figure 14).

Figure 14 - Teacher Training Overall Impact Evaluation (by teachers)



Evaluation of Training Impact and Usefulness

Impact of the training as a process was evaluated through several relevant aspects such as: usefulness in relation to the teacher’s needs, recognition and addressing of these needs; enhancement of teacher’s knowledge and skills in psychological disorders and trauma in [pedagogy] education, and application of these in the academic field; in addition to the quality of the training environment (venue) and responsiveness of the training facilitators to trainees’ comments and questions.

Of the 25 respondents, the majority positively affirmed usefulness of the training in meeting their (vocational) needs (88% “32% as Excellent plus 56% as Good”) (Table 18). This indication can be reflected from the high percent (72) of the respondents who positively acknowledged that their needs as teachers have been recognized and addressed during the training. This attitude can be attributed to multiple factors, including but not limited to:

- Majority of the training facilitators acted professionally and treated the trainees in a good manner by accepting comments and questions from them with respect;
- Majority of the trained teachers acknowledged that the training has enhanced their knowledge and skills in psychological disorders and trauma in pedagogy education;

- The training environment was good, i.e. comfortable, for majority of the participants.

As an immediate outcome of the training, a high percent (56) of the respondents affirmatively expected to use the knowledge and skills that they acquired from this training in their academic work.

Table 18 - Evaluation of the Training Impact

Respondents N: 25	Frequency				
	Excellent	Good	Medium	Not good	Bad
Evaluation of Training Impacts	1	2	3	4	5
Training was very useful for teachers' needs.	32%	56%	4%	8%	0%
Teachers feel that their needs as teachers with displaced children have been recognized & addressed.	24%	48%	28%	0%	0%
Facilitators were accepting comments & questions of participant teachers with respect.	52%	28%	8%	8%	4%
Teachers expect to use knowledge & skills that they have acquired from this training.	28%	28%	32%	12%	0%
Training environment was good.	28%	40%	20%	8%	4%
Training has enhanced teachers' knowledge & skills in psychological disorders & trauma in education.	32%	28%	32%	8%	0%

Dichotomy of Usefulness of FWE Activities

Most Useful Parts

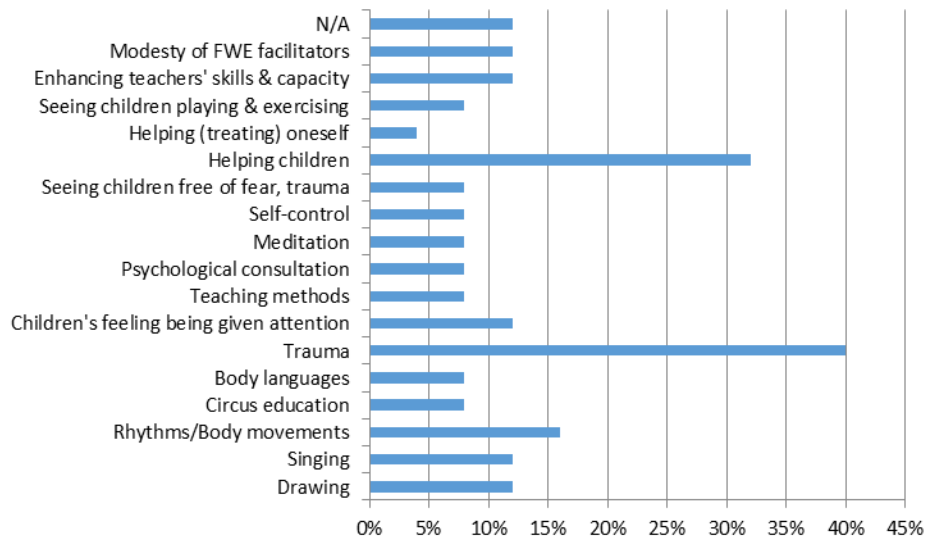
The trained teachers were asked about which part of the training was most useful for their work. As Figure 15 displays, *trauma* was the topic that received the highest scores (40%) while *helping children especially those who are suffering from trauma and psychological disorders* ranked second with 32% of respondents' rating. *Rhythms and body movements* were ranked third (16%) while the following were ranked fourth (12% - 3 respondents per each): *Drawing, singing, children feel being given due attention and care, modesty of teachers or FWE facilitators, and enhancing teachers' skills and capacity*. Other parts of the training received equal ratings (8%) - *Circus education, body language, psychological consultation, meditation, self-control, seeing children free of fear or trauma or seeing them playing and exercising, and teaching methods*.

Remarks

Respondents made the following remarks concerning a number of the most useful parts:

- *Enhancing teachers' skills and capacity* can be a dual-benefit approach: The teachers may use the learned attributes for managing themselves once they have psychosocial problems or for managing traumatised children.
- *Modesty of teachers or FWE facilitators* was noticed as they were exercising and playing with children. The teachers/facilitators acted as friends of children which has made the latter feel being given due care and attention and that somebody is supporting them.
- *Drawing* has helped the children learn how to hold pen and draw. This skill is of great benefits for the young children.

Figure 15 - Most Useful Training Parts for Teachers' Work (Teacher-wise)



- *Circus education including group rhythms and singing* has made the children feel safe and to have “a mind free of fear.”
- *Helping students* means use of the acquired knowledge and skills to motivate them as another means to regain self-confidence and to have more interest in lessons and study.

“FWE pedagogy workshops become a more positive psychological factor that has helped the students to accept lessons and be responsive in class.”

- A respondent teacher, teacher training evaluation questionnaire

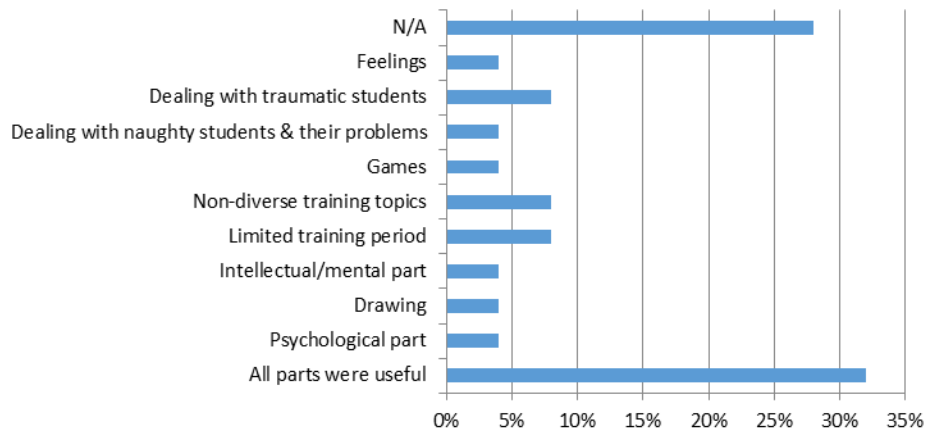
Least Useful Parts

The trained teachers were also asked about the parts of the training that were least useful for their work. As shown in Figure 16, a relatively small percent (8) (2 respondents per each response pattern) considered either of the following as least useful part: *How to deal with traumatised children*, allegedly because the trainees “already knew such means” or “didn’t see any diversity in the training topics”, or the “training period was short or limited”. There are a few other parts, which were considered least useful (4%): the *psychological part*, the *mental/intellectual part*, *feelings*, *games*, *dealing with naughty students and their problems*, and *drawing on paper* because it is believed that “this element is included in the school curriculum”. Interestingly, a high percent (32) of the respondents reported that “all parts of the training were useful”, “all parts were good”, “there were no parts which were not useful”, and “the training has an advantage in general”. This can be substantiated by;

“My feeling is that when I didn't attend any [training] session, I missed it; this is my feeling about the training part, which was least useful for my work”.

- A respondent teacher, teacher training evaluation questionnaire

Figure 16 - Least Useful Training Parts for Teachers' Work (Teacher-wise)



Self-assessment of Learning – Teachers' Knowledge and Skills

The trained teachers were requested to self-assess the knowledge and skills that they gained during the training as related to their understanding of trauma, its symptoms and impact on the education process of children, and how to deal with traumatised children; and alternative teaching methods. This process was related to what the teachers learned in the field of psycho-traumatic pedagogical education.

A quick glance at the tabulated results (Figure 17 & Table 19) indicates that *knowledge and skill spheres of the teachers* have been highly rated by majority of the teachers. A high percent (80 – as Excellent and Good) of teachers demonstrated complete understanding of trauma and how it affects an individual. Meanwhile, a relatively lower percent (64) assumed good knowledge of the symptoms of trauma and how it affects behavior of child, as well as education capacities of children in class. Nevertheless, 72% positively assumed knowhow of assisting themselves once they suffer from trauma. Likewise, 60% assumed knowhow of helping colleague teachers handle psychologically traumatised children.

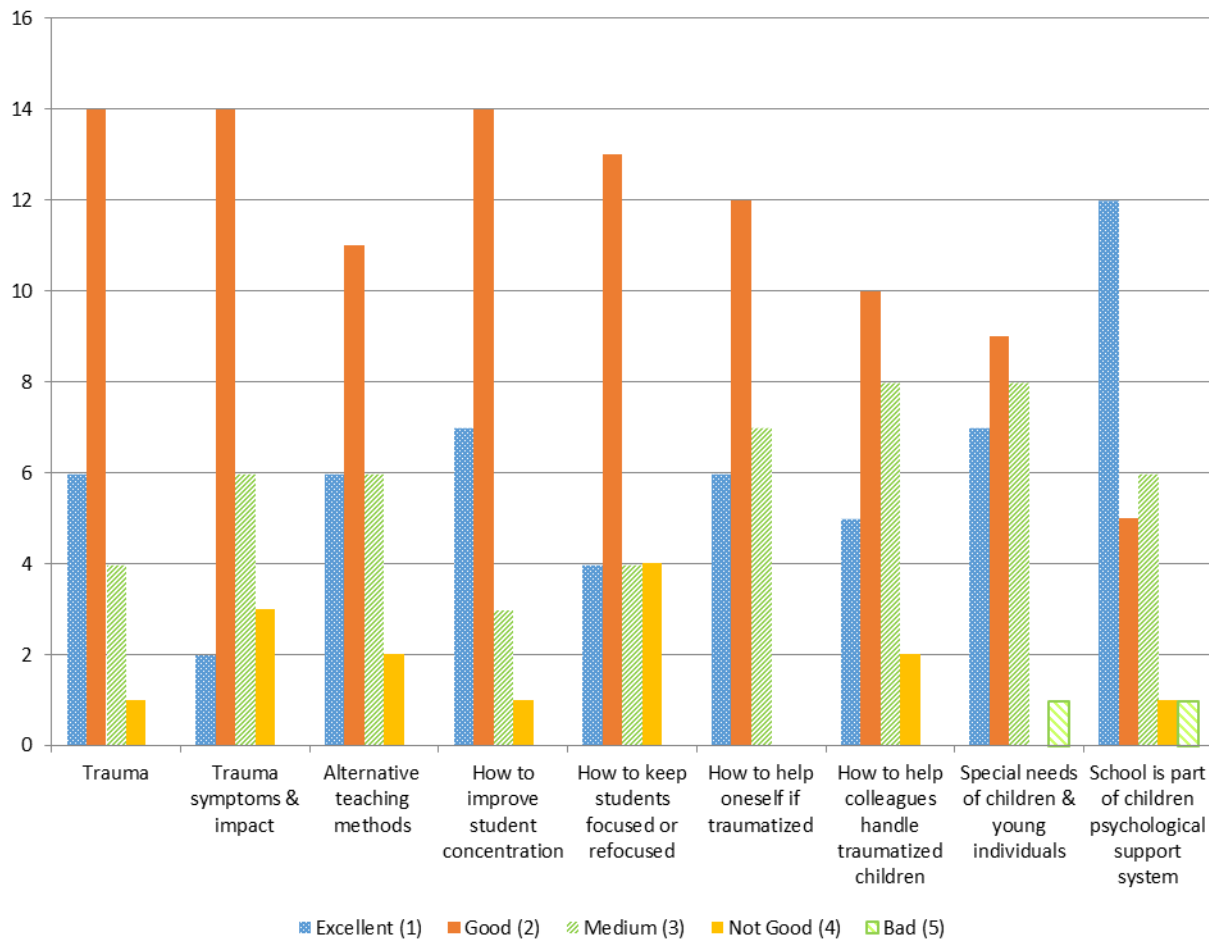
In the education sphere, 68% of respondent teachers presumed high knowledge of some alternative teaching methods that can be used when working with displaced children. In this respect, 84% of respondents indicated good knowledge of how to help students to improve their concentration capacity. However, a lower percent (68) reported of having characteristics that they can use in classroom to keep students focused or refocused. This skill can be substantiated by the fact that 64% assumed good knowledge of the special needs of displaced children and young persons as relevant to the education environment and the teaching methods. Encompassing class-based teaching and psychological care for children, 68% acknowledged high importance of school as a children psychological support system.

Table 19 - Self-assessment of Teachers' Learnings as Relevant to Training Themes

Respondent Teachers N: 25	Frequency				
	Excellent	Good	Medium	Not Good	Bad
Teachers:	1	2	3	4	5
understand trauma	24%	56%	16%	4%	0%
know symptoms & impact of trauma.	8%	56%	24%	12%	0%
know alternative teaching methods.	24%	44%	24%	8%	0%
know how to improve student concentration.	28%	56%	12%	4%	0%
know class characteristics to keep students focused or refocused.	16%	52%	16%	16%	0%
know how to help themselves if traumatised.	24%	48%	28%	0%	0%
know how to help colleagues when handling	20%	40%	32%	8%	0%

Respondent Teachers N: 25	Frequency				
	Excellent 1	Good 2	Medium 3	Not Good 4	Bad 5
Teachers: psychologically traumatised children.					
know special needs of children & young individuals.	28%	36%	32%	0%	4%
know schools as part of children psychological support system.	48%	20%	24%	4%	4%

Figure 17 - Knowledge Areas & Skills Acquired by Teachers from Teacher Training Programme (Teacher-wise)



4.5.3 Recommendations

As part of the teacher training, 25 participant teachers who completed the training evaluation questionnaire presented a number of recommendations for improving future training programmes. These recommendations can be summarized as follows (Figure 18):

Training timing (by 52% of total respondent teachers)

The time set for individual training sessions and whole training period was considered short and insufficient, compared to individual topics on agenda and the training curriculum. Training time and period should be sufficient for efficiently delivering the training topics per agreed agenda and for

allowing participants to steadily learn new activities and skills. One respondent remarked, *“The training would have been improved if the period had been extended, for example, from 3 days to 5 days a week”*. In addition, training time should not coincide with school hours and should be suitable for teachers so as not to affect the education process.

Training sustainability (20%)

The training can be of reportedly more benefits if it continues or is repeated at certain intervals, or it becomes sustainable in order to secure and maximize the results specifically to reduce traumatic experiences of the people.

Training components (20%)

The training is believed to have been more beneficial if it had included both theoretical and practical components. As one trainee reported, *“The training could be improved with my and others’ efforts if all of us are able to feel trauma, express it to each other, and feel the need of others.”* Another one commented, *“We and the trainers were supposed to participate with the students in class in order to apply [training] lectures with them so that we know the degree of integration with the students and how far they benefited from the training.”*

Diversified educational and learning methods (32%)

Introduction and diversification of (new) children educational and learning methods and aids are essential elements of the training. These may further help trainees in comprehending training materials and in efficiently applying them later with children. This can be achieved reportedly through application of visual aids (e.g., children TV programmes, video clips) [although many of these means are not part of FWE’s Emergency Pedagogy], presentation of [traumatized] cases through films or dramas by the trainers, etc. This was attested by one trainee as saying, *“I believe this training could have been improved if educational means had been used.”*

Focus on pediatric/adolescent psychology (8%)

The training should focus on the psychology of children and adolescents.

Introduction of educational learning and behavior training (4%)

It is necessary to dedicate part of the training to educational learning and behavior.

Providing book (4%)

A training book (curriculum) including training topics needs to be provided for participants.

Awareness on education in developed countries (4%)

It is important that local teachers receive awareness on education in the developed countries. The training needs to establish a comparison of the education systems between the developed countries and IKR, as a developing region.

Experiencing extra camp environments (12%)

Exposure of children and teachers to different environments, outside the camp premises, will enable them to experience and interact with better natural locations and landscapes, and entertaining and stimulating environments that could also help to improve them psychologically and socially.

Schools and FWE’s support for training (12%)

The training requires more support from schools as well as FWE.

Students' support for teachers (4%)

This support may include adherence of students to study requirements and school regulations. One teacher noted, "Assistance of students for the teachers is needed for every work they do."

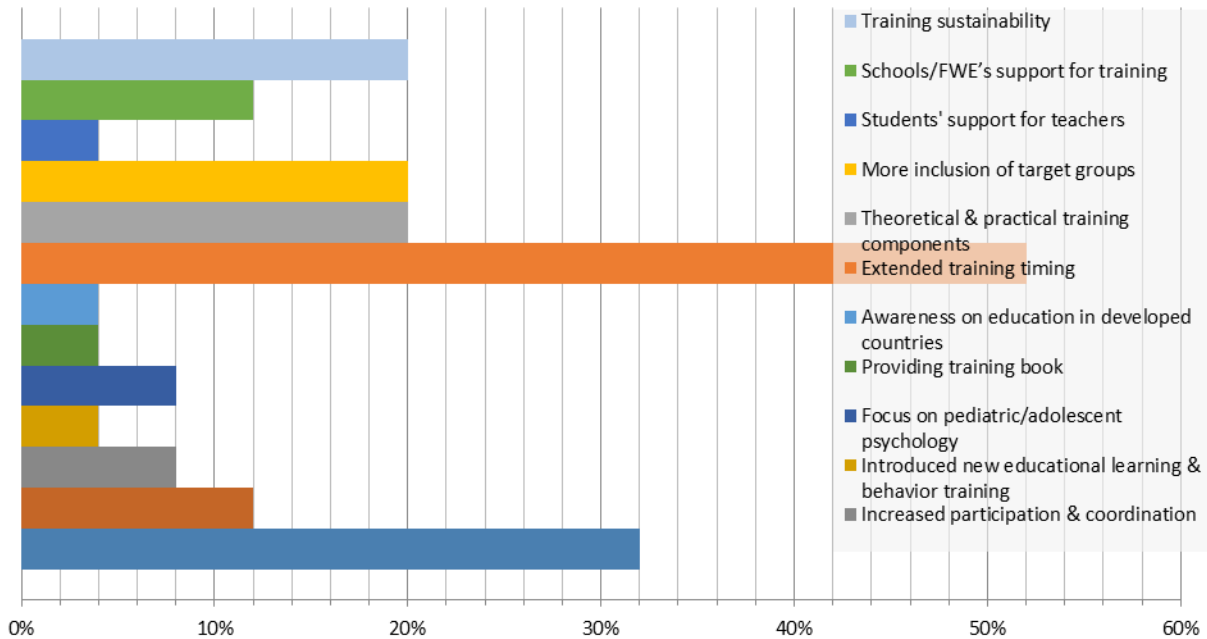
More inclusion – students, parents, trainers (20%)

It is necessary that the training includes students of different age groups - both children and adolescents. Children can reportedly benefit more from the training if their parents/PTAs are also included in the training. In addition, inclusion of more trainers of both genders can reportedly further enhance the training process.

Increased participation and coordination between teachers and trainers (8%)

More participation and engagement of teachers with trainers and constant coordination between both are needed.

Figure 18 - Teachers' Recommendations



4.6 Key Informant Interviews

4.6.1 Characteristics of the Sample

To further enhance the validity and reliability of the evaluation results, the consultant conducted two informal KIIs with the headmasters of two beneficiary schools.

Key Informant	School	Camp
Headmaster	Berseve 1 Basic Education School for IDPs	Berseve I
Headmaster	Berseve 3 Basic Education School for IDPs	Berseve II

4.6.2 Results and Discussion

The results of the two informal KIIs indicated an overall perceived impact on the students since they still request more FWE activities. FWE methods especially drawing and sports-type activities are still applied by some teachers in class, for example, rhythms are used for refreshing the students. Another remarkable achievement of the project as reported by the two key informants is the increased benefits the teachers received from the training programme.

“Pedagogical activities like songs are sometimes applied by the students in and outside class. The students’ passion for FWE methods has motivated them to request a singing recess at the end of each lesson.”

-Headmaster, Berseve 3 Basic Education School

4.7 Observations

4.7.1 Results and Discussion

Direct Observations

The evaluation team conducted a number of direct observations as they watched the behavior of some students in the preparatory school in Berseve II camp.

- The students showed a more love for school than for their homes. At school, they were playing, having fun, and enjoying their time with friends.
- The teachers were treating the students with love and kindness.
- On their way back home, the young schoolchildren were singing the songs they learned from the German team, dancing and doing the movements they also learned from them.

Other Observations

Another observation noted by the consultant is that a number of male students, especially young children were still remembering the German songs that they learned from the FWE team. They were also remembering names of the team members as well as pedagogical activities conducted by each of them.

4.8 Project Achievements

4.8.1 Overall Achievements – Actual vs. Targets

The project achievements across the four types of activities – teacher training, PTAs’ establishment and support, PTA members training, and PSS extra-curricular support – were measured through comparing actual outputs against targets. For the purpose of this evaluation, the beneficiaries are grouped into two age-wise categories: children/youth and adults. Children/youth include BES and high school students who benefited from PSS through the 3-day emergency pedagogy workshops (recreational and extra-curricular activities). Adults include teachers, PTA members, and parents who benefited from training and PSS counseling sessions.

The targets have been achieved to a large extent as seen in Figure 19 and Table 21 which show the actual figures of beneficiaries under both groups vs. targets. The actual number of reached beneficiary children/youth exceeds the target by 6%, whereas the number of reached beneficiary adult is below the target by 48%. The drop in the adult figure is attributed to a number of factors among which is the increased turnover and departure of teachers, i.e. teachers often move to other schools or quit while the schools have already been suffering from lack of teachers. This, together with delays in PTA establishment, affected participation of adults in the project activities.

Figure 19 - Project Beneficiaries (Target vs. Actual)

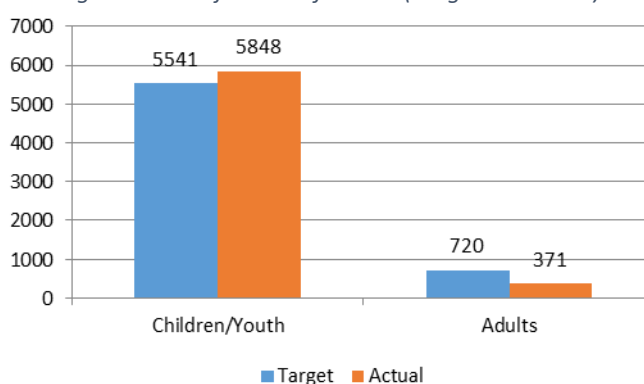


Table 21 - Project Targets vs. Achievements

Camp	Target	Actual	Variation (Target to Actual)	
	Expected #	Reached #	#	%
PSS Extra-Curricular Activity Beneficiaries - Children/Youth				
Berseve I	2,177	3,184	-1,007	-46%
Berseve II	2,518	2,664	-146	-6%
Non-camp	846	0	846	100%
Total Children/Youth	5,541	5,848	-307	-6%
Teacher Training Beneficiaries - Adults				
Berseve I	400	113	214	54%
Berseve II		73		
Total	400	186	214	54%
Parent Counseling Beneficiaries - Adults				
Berseve I	320	90	135	58%
Berseve II		95		
Total	320	185	135	58%

Camp	Target	Actual	Variation (Target to Actual)	
	Expected #	Reached #	#	%
Total Adults	720	371	349	48%

PTA Establishment and Support

Berseve I	4	4	0	100%
Berseve II	4	4	0	100%
Total PTAs	8	8	0	100%

4.8.2 Beneficiary Children/Youth Students

FWE PSS pedagogy emergency works - first aid workshops (recreational and extra-curricular activities) - benefited 5,848 students comprising of 51% boys and 49% girls. Project coverage is not stable across the ten implementation months. As Figure 20 shows, the number of beneficiary students is highest (22% of cumulative) in March 2015 when the project started but it becomes nil in the following month. The pace of activities regained momentum in May with a monthly progress of 15.7% to decrease slightly to 15.46% in June. The progress is followed by a sharp decline in July (7.46%) reaching the lowest level in August (1.37%). In September, the progress of workshops increased bringing the percent of beneficiaries to 11.95 followed by three fluctuations - in October (7.39%), November (10.19%), and December (8.21%).

Variations are also noted in the monthly figures of the beneficiary students between the two camps. As shown in Figure 21, the number of pedagogy workshop participants during the initial month (March 2015) was more in Berseve I camp, but its level then fluctuates between the two camps in the following months to become even in the last month.

Inclusion and gender equality were integrated into all project activities. For example, representation of female in the pedagogical workshops was slightly close to that of male.

Figure 20 - Pedagogy Workshops Beneficiary Students (Monthly)

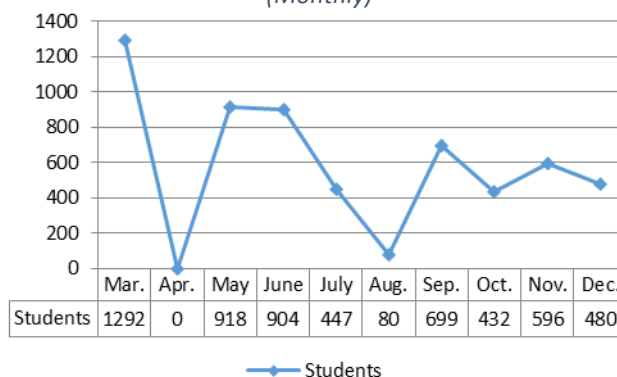


Figure 21 - Pedagogy Workshops Beneficiary Students (Camp-wise)

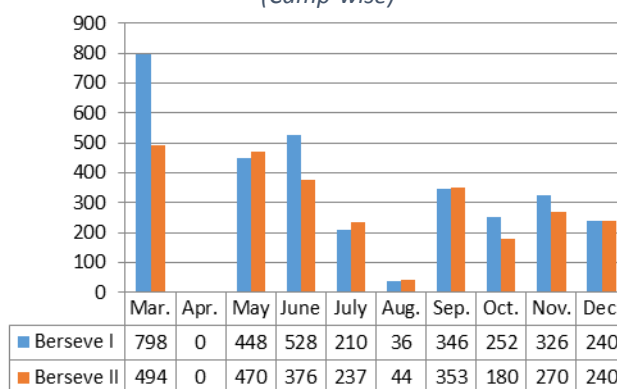
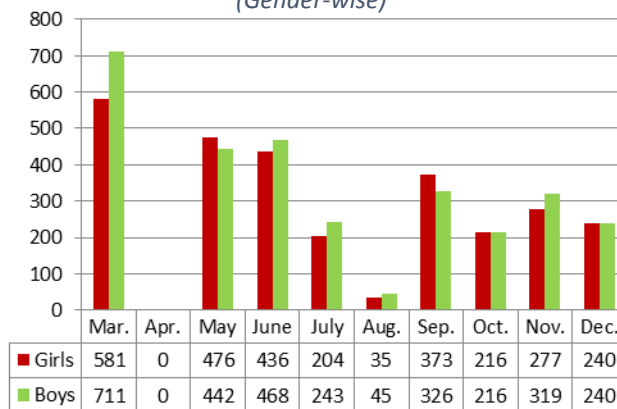


Figure 22 - Pedagogy Workshops Beneficiary Students (Gender-wise)



The ratios of beneficiary girls and boys were 49% and 51%, respectively. As seen from Figure 22, there are no substantial variations in the numbers of beneficiary boys and girls, except in March, as the number of boys is higher than that of girls (by 130). However, this ratio is quite distant given the number of beneficiary female and male teachers. Out of total 186 teachers, there were only five females.

4.8.3 Beneficiary Adults

Open parent counseling sessions were designed to help parents find answers to questions about general psychological development (difficulties) and changes in their children since the dramatic events. Mothers and fathers were informed about the effects of traumatisation on their children, possible stress reactions, and how to provide a supportive and stabilizing approach. Eight PTAs were established, four in each camp, with the participation of community members particularly the student parents.



*Children in Action Through Different FWE Pedagogy Workshops
Conducted in Berseve I & II IDP Camp Schools*

5. ANALYSIS, EVALUATION AND INTERPRETATION OF RESULTS

The project consisted of four major activities with respective target and actual results. To efficiently measure the outcomes and impact although at short-term, the current evaluation involved different data collection methods that generated diversified responses from the evaluation participants - beneficiaries. Since the collected data are more of qualitative type, the analysis process was based on identifying common variables or cross-cutting themes across different methods and comparing them to identify the prevailing trends. This evaluation focuses more on measuring the project impact rather than on addressing the design and implementation aspects.

The project was evaluated according to the criteria laid out in the DAC (Development Assistance Committee) Principles for Evaluation of Development Assistance, specifically the five principles: Relevance, Effectiveness, Efficiency, Impact, and Sustainability⁷. This approach was deemed necessary due to the diversity of project interventions and cross-cutting themes. A synthesis of the evaluation findings related to these aspects of the project is provided below.

5.1 Relevance

Relevance means the extent to which the project activities were suited to the priorities and policies of the target groups, recipient (FWE) and donor (UNICEF). Different project aspects were considered during the evaluation process, such as extent of the validity of project objectives, consistency of activities and outputs with the overall goal and attainment of its objectives, and consistency with the intended impacts and effects.

Validity of Project Concept

The project concept came at the right time when many of the displaced children and young persons – the main target group - have been suffering from psychosocial disorders especially in the early period of displacement.

The evaluation has revealed that the traumatic effects of violence were still manifested on many children in the target community. There were children who witnessed ISIS's awful acts of beheading, murdering and raping family members, relatives or community members. Children who were in ISIS captivity were able neither to forget their tragic experiences nor the ISIS marks, such as a famous ISIS slogan. The scenes of experienced horror were still embedded in the minds of the children. For example, a FWE facilitator observed a traumatised child narrating a scene, which he witnessed as ISIS militants were slaughtering a Yazidi community member in Sinjar. The child was acting the whole scene for his colleagues, and it seems that such scenes have become normal for him. Consequently, many children were reported to possess (prior to the period of this project implementation) a sense of insecurity and lack of confidence, and also to have social behavioral problems such as social withdrawal and isolation, antisocial behaviors, and mental problems such as absent-mindedness, distractions and low concentration capacity. The project interventions were designed to mitigate the impact of these consequences, an approach that has produced effective results.

⁷ OECD. <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

The evaluation has also revealed that the project activities and outputs were highly consistent with the overall goal and objectives, particularly in terms of the types of PSS interventions. The project PSS including FWE emergency pedagogy education has contributed to reducing the impact of trauma and other psychosocial disorders among the target groups, complementing the education response to the humanitarian crisis of the displaced people, and also supporting the national education strategy especially of KRG in the long-term.

FWE pedagogy education functioned in line with UNICEF's child-centered approach by supporting the schoolchildren and using schools as CFSs for attraction of children into the recreational and extra-curricular activities of the pedagogy workshops. The project turned the schools into more suitable and lovely environments for the children to play, interact, learn and feel comfort away from the feeling of lack of safety, isolation, and loneliness at home. These activities actually complemented the formal education process of the children.

Focal Points of Emergency Pedagogy

The types of PSS and pedagogical first aids provided under this project were designed after the three focal points of the emergency pedagogy: Work with traumatised children and adolescents, train-the-trainer education (capacity building), and parent counseling. The three elements – children, teachers and parents - form the basic principles of children's education and psychosocial and emotional wellbeing. Home, school, and society are an integrated cycle with importance for the emotional wellbeing of children, as they need due care, attention and treatment from them.

Consistency of Project Activities and Outputs with Target Group Needs

The project activities and outputs were highly relevant to the needs of the beneficiaries specifically children and to a great extent to the context in which the project was implemented. This consistency was ensured through adopting FWE's emergency pedagogy approach that underlines UNICEF's child-centered approach, both potentially supporting the regional public education system.

Advantages of FWE Pedagogy Approach

Based on Waldorf Education, FWE's approach supported all aspects of psychosocial children development through building the capacity of the displaced children to perceive, analyze and learn from experiences, understand oneself and others, and experience emotional and social development. It also supported children through enabling them to form attachments especially to schools and peers, maintain satisfying reciprocal social relationships, and learn and follow the social codes of behavior of their own culture.

As its core principle, Waldorf Education methods enable stimulation of the self-healing powers of traumatised individuals and allow them to cope with their experiences by drawing on their own resources. In order to support the target children and youth in processing their experiences, different pedagogical and therapeutic offerings were provided under the project through 3-day workshops.

Below is a summary of the advantages perceived from each FWE pedagogy method applied under the project. These advantages are supported by relevant theoretical literature.

Methods like art therapy, plasticizing, and theatrical play have offered the individuals particularly children a non-verbal way expression possibility or the chance to express their own feelings, process their traumatic experiences, and turn their innermost feelings inside out. Artistic activities such as drawing and painting opened for them a path to expressing and processing traumatic experiences. They

have helped them to absorb extreme behaviors through guided and concentrated movements by enabling them to express their inner feelings. Drawing shapes can push overwhelming images back while painting allows for more imagination and dissolves fears through the effect of colour and the manner of application.

Experiential pedagogy has helped the schoolchildren to counteract the horror with positive and joyful activities to provide an anchor of positive remembrance. Experiential and circus pedagogical methods, such as morning circle and collective farewell ritual including group songs have helped them to create a sense of self-confidence and achievement. They, together with movement exercises, have returned trust in the children and their environment by dissolving their inner blockades. Dividing the children into homogenous groups like circles with the same FWE facilitator has provided a feeling of belonging and established a reliable relationship between the individual child and the facilitator. In experiential education, the student became more actively involved in the learning process than in traditional, didactic education.

Free play has been of particular importance for the traumatised children because it helps to constantly re-enact the traumatic experience, transform it, and thereby process it. As a theoretical finding, *“through play, children regain their spontaneity and self-confidence, and feel good again.”* Movement games have helped the schoolchildren to gently diffuse the shock. Ball games have motivated them to practice joint coordination in order to succeed therapeutic handcrafts such as finger-games and string figures work against the trauma-induced feelings of helplessness through an experience of self-purpose and self-control.⁸ Exercises and other physical activities have contributed to maintaining a healthy body. Balancing exercises have retrieved self-confidence and stimulated body control and motor skills, as traumatic events often affect somatically and mentally. They have encouraged the schoolchildren to focus on their bodies rather than their thoughts, bringing them back to a sense of place and presence.⁹

Routines and rituals have played an important part of the emergency pedagogic work with the target children and youth; daily rituals and routines have helped to provide safety and confidence. Daily routines gave them a chance to regain their internal orientation. A fixed and recurring daily routine involved all children and ended with a collective ritual at the end of the day; it has provided orientation and created reliability. Rhythms in general have helped the schoolchildren to relax in body and mind, i.e., physically and psychologically. External rhythms, such as clapping, stomping and passing on a ball have had a positive effect on the inner balance, as the schoolchildren have been motivated to express themselves in non-verbal ways as part of the healing process. Rhythm and dynamics have the potential to transform a static organism into an active one, or to channel chaotic agitation into peaceful motion.

Storytelling has helped the traumatised persons become more active and refreshed. Oral storytelling has created interest and attention and can potentially reach the soul on a deep level and stimulate self-healing powers.

The afore-mentioned methods have allowed the children and adolescents in the target schools to experience their own skills and helped them to boost self-esteem and regain their own focus to grasp and acknowledge the present situation.

⁸ Niemeijer, M. (2011): Diagnostik. In: Niemeijer, M. et al. (2011): Entwicklungsstörungen bei Kindern und Jugendlichen. Medizinisch-Pädagogische Begleitung und Behandlung. Dornach. 77-101

⁹ FWE. Trauma Pedagogy: Guidelines for pedagogical first aid.

Importance of FWE Pedagogical Activities for Children

The project pedagogical activities were viewed as of importance for the displaced children especially because of their potential impact on the children's psychosocial conditions. On the basis of this significance and the importance of children for the future of society, FWE team provided voluntary pedagogical services for the affected community members.

5.2 Effectiveness

Effectiveness means measurement of the extent to which the project activities attained their objectives. It is the degree to which the objectives have been achieved, the extent to which the targeted problems have been solved, or whether FWE was "doing the right things". Evaluation of project effectiveness usually involves an assessment of the produced benefits. To evaluate effectiveness of the UNICEF/FWE project, considerations were given to aspects, such as the extent to which the objectives were achieved or are likely to be achieved and major factors influencing achievement or non-achievement of these objectives.

The evaluation has revealed that the project pedagogical activities aimed at promoting psychological rehabilitation of the traumatised children and youth have achieved a high degree of effectiveness using a variety of individual and group approaches.

Outputs Achieved vs. Targets Planned

The project outputs have been largely achieved compared to the targets given the initial circumstances encountered during the implementation process. Among these was accommodation of the target schools in tents during the early stage of the project which made implementation of the pedagogy workshops rather difficult due to lack of proper space.

Nevertheless, the number of beneficiary children and youth (students) exceeded the targets by 6% owing to the extensive efforts made by the project team particularly the FWE international specialists who were not only involved in conducting pedagogical activity sessions in the field but also provided, among other duties, the needed mentoring for the project local team. However, the number of adult beneficiaries is below the target by 48% due to difficulties encountered during implementation of the teacher training programme and delays in establishment of PTAs. The two factors limited the number of adult beneficiaries.

Integrated and Diversified Pedagogical Activities vs. Specific Age Needs

The 3-day FWE pedagogy workshops, designed for the IDP camp children and youth, included an integrated cycle of activities – physical, mental and emotional exercises - three elements that are required for the child psychosocial development. Generally, the pedagogical activities included a variety of different games and exercises. The pedagogy sessions also provided fun concentration activities, physical/joint coordination, as well as rhythmic and balancing exercises. For example, in the lower school grade class, singing was designed for the children to learn alphabet or rhythm games for calculating, while in the upper grade class, group activities that especially promote teamwork and group coordination in a fun and playful way were designed. Nevertheless, the pedagogy workshops need to include "mental games" as reported by one tenths of the interviewed high school students.

Emergency Pedagogy Workshops –Simple, Recreational and Effective

The increased number of participants in the FWE pedagogy workshops owed primarily to the recreational and entertaining nature of the pedagogy methods, which have proved to be effective at almost all aspects although at varying degrees.

The methods have also been cost-effective in terms of the required materials. Pedagogical education did not require a lot of costly materials or formal venues. Activities were conducted using simple items like color parachutes, balls, cups, and sticks, and did not involve distribution to individual beneficiaries. A set of materials was provided for each school for student group uses. Besides, the activities were conducted in class as the case for drawing and painting sessions or in the open air, i.e. school yards as the case for experiential and circus education. Many FWE pedagogical activities can be practiced by children on their own using locally-available materials, such as coal and ashes for drawing or designing lines on walls or ground.

As an anticipated eventual outcome of the project, the pedagogical recreational and extra-curricular activities have been potentially efficient for strengthening the child protection systems of KRG to develop and implement policies and programmes for the protection of children.

High Responsiveness to FWE Pedagogy Workshops - an Overwhelming Participation

FWE pedagogy workshops received an increasing responsiveness not only from the schoolchildren but also from other children and youth outside the specific target school. Participation of schoolchildren including outsider students and non-students in the pedagogical recreational and extra-curricular activities exceeded allowable limits (15 students per session). Sometimes, the size of a single session was exceeding that figure to reach 250. This was rather challenging as the number of participants per session was limited in order to effectively work with the traumatised students. In addition, it exceeded the project team's capacity. Given the high response, FWE team had to continue offering the pedagogy sessions especially for outsider youth including IG-affiliated high school students in Berseve I camp, a non-target school under the project.

Growing Interest and Love for FWE Pedagogical Activities

As reported by evaluation participants, there has been an overwhelming love for FWE pedagogical activities among many children and youth to a lesser degree. Unlike initial period of the project when many children were rather afraid, nervous, withdrawn, and reluctant to join the pedagogy sessions, they were generally loving the pedagogical activities and were very interested in practicing them.

This was evident through the children's prevalent feelings of happiness and joy while they were actively and enthusiastically participating in the pedagogy workshops which contributed to creating a positive attitude among them toward foreign experiences.

Prevalent feelings of love and the positive attitude motivated many children to wish to have the pedagogic activities every day and to go to school for this purpose and sometimes early, ahead of sessions' time, awaiting arrival of the FWE team. Passion for participation in the pedagogy sessions even pushed children from the target school and other schools to sneak into the working session. It also pushed outsider children to even jump over the school fence to participate in the pedagogical activities or gather, together with adolescents at the other side of the fence to watch them. Such love and passion could account for the children's frequent questioning about the time the FWE team would return to continue the pedagogical activities.

The increased interest in FWE pedagogy workshops is also manifested in the parents' attitudes as many of them were reportedly walking their children to the workshop sessions at the beneficiary schools.

Preferences for Pedagogical Activities

This section can also serve relevance aspect of the project activities to the actual needs of the beneficiaries which can be identified from individual preferences towards the types of interventions. Children's passion for the pedagogical activities and the perceived benefits (e.g. comfort, patience) they received from them have motivated them to prefer pedagogy workshops over formal school education classes. This was demonstrated in the growing dynamics of the students (of a BES) and their desire to still practice the pedagogical activities even after completion of the pedagogy workshops.

Students' preferences or love for individual pedagogic activities varied across different evaluation methods. According to teacher FGDs, among all pedagogical activities, doing rhythms was the activity liked most by the schoolchildren. According to high school interviews, experiential and circus education were the activities most liked by the school students, followed by eurythmy/rhythm, singing, art therapy (painting and drawing), etc.

However, the older students (of the high school) did not all have the same level of interests in the pedagogic activities. Many of them including number of girls preferred other types of activities that could be more appropriate to their age group, such as volleyball or football, or of more usefulness to them, such as English language learning. [It is to be noted that balls games in general, but not volleyball and football, are part of FWE's Emergency Pedagogy].

Usefulness of Pedagogical Activities

There was a unanimous agreement among the teachers and the high school students on the usefulness of FWE pedagogical activities and the need to sustain them. This attitude is based on a variety of reasons. The most frequently reported reasons were that the pedagogical activities helped the students to *"forget themselves"* and to *"learn new things"*, and were *"useful for their health and wellbeing"*,

In view of project local team members, the pedagogical activities conducted by FWE were useful for the children, the teachers, the parents/PTAs, and themselves. The activities have helped to improve psychosocial and emotional wellbeing of the target group especially of the children; and to provide the teachers and local staff with more knowledge and skills in trauma management, teaching and child work methods (e.g. interaction, equality). They have also helped them to learn general work conduct styles; and acquire personal attributes and attitudes (e.g. patience, kindness, self-confidence, self-dependence, eloquence, persistence, teamwork, benevolence). The activities have also helped the target groups especially parents to pay more attention and care to the children at both levels - school and home.

Usefulness of Teacher Training Programme

This training was reported to be of multiple benefits and very useful for meeting the teachers' needs especially with respect to relevant topics, such as trauma, management of child's psychosocial disorders, and application of pedagogical methods.

FWE Brought Multiple Benefits/New Techniques for Target Groups

The project has brought a wide range of psychosocial, educational, and professional benefits for the target community (See more details under Impact section). FWE pedagogical activities are unique and have not been experienced before in the region. Apart from different pedagogy methods, the beneficiaries received multiple benefits from the project. For example, the students learned teamwork,

patience, etc.; the teachers learned new teaching techniques and behaviors such as promotion of indiscrimination among students in class and methods for refreshing students doing rhythms, etc.

Games were reported to be the most beneficial type of activities for the high school students, and were followed by sports/physical exercises, music/songs, and rhythms.

Appropriateness and Adaptability of FWE Pedagogy Methods to Local Context

A common perception existed among many high school students and school teachers concerning inappropriateness of the pedagogical activities for adults including adolescents. For example, 12% of the high school respondents (13 female students) reported of unsuitability of FWE pedagogical activities for them as adults but for younger students.

This was actually based on a common society perception that considers unfamiliar things, such as pedagogical activities as socially and culturally inappropriate for adults, i.e., the older the person is, the more unsuitable such activities are for him/her. These social and cultural barriers discourage adults from practicing the pedagogy methods in school or at home. The older students (of the high school) particularly boys were therefore more inclined towards traditional sports like volleyball.

Although this barrier did not prevent participation of large numbers of youth from the six beneficiary schools in the FWE pedagogy workshops, application of all pedagogical activities by the students alone or by the teachers in class - outside the workshop context - was found to be rather not feasible. Personal concerns and preferences like desire of IDP youth to travel abroad and their lower interest in study are also among other reasons behind this negative situation.

Foundation of PTAs, a Further Move Towards Community Mobilization

Establishment of PTAs has received good responsiveness, participation, and interaction from the parents. This indicates community's awareness of its important role in supporting the education process.

Satisfaction with FWE Approaches and Work

The students, the teachers and the parents were generally happy with FWE work specifically pedagogy workshops (and the teachers training programme), as well as the approaches followed by the project team, for example, alteration of exercise and rest sessions during the workshops and the modesty of the pedagogues in dealing with the children.

It is also worth mentioning that the project activities did not face any major obstacle during implementation. There were no objections or conservation from the community about the type of conducted activities or involvement of the schoolchildren. All issues raised or encountered, if any, were timely resolved with efficient guidance and mentoring from the international team. In addition, the project activities or work approaches were duly reviewed and revised to the full satisfaction of community. Furthermore, the parents were generally happy about the involvement of their children in the FWE pedagogy workshops.

Time and Space Constraints

Limited duration and time of the pedagogy workshops and lack of indoor space at the target schools limited the number of beneficiaries and more effectiveness and sustainability of the learned methods. This issue was a subject concern not only for the beneficiaries (students and teachers) but also for the FWE project local team. This was also a problem *per se* for the high school students. Limited duration of

the workshops and their inappropriate timing reportedly restricted the students' ability to attend all sessions and also to learn and maintain all the offerings.

It is worth mentioning that overlap of pedagogy workshops with school hours was avoided as much as possible by the FWE team. The same consideration was given to school space occupation. Use of classrooms was restricted to pedagogical activities of less physical nature like drawing and painting so as not to disrupt the education process at schools.

Monotony in Pedagogical Activities

One fifth of respondent teachers (1 FGD) indicated monotonous or routine nature of the pedagogical activities as "*same activities*" were reportedly conducted every day. It is to be noted that repetition of pedagogical activities like rhythms is a principle of FWE's pedagogy education. Repetition creates habits that allow young children some measure of orientation and independence, stabilises the achieved skills, and installs good habit. Therefore, it is very important that day-to-day routine basically remains the same, especially that it is important to provide children with orientation and security through a daily, constant routine.

Love for Working with FWE

The project local team members showed a unanimous and overwhelming love for working with FWE. The reasons behind this love were diversified ranging from their need to work to earn their livelihood to their interest in this kind of work as built-up professions or hobbies, or as opportunities to learn new skills, and love of working with children and of community service. Love for working with FWE has reached a degree of an irreversible passion and a sense of attachment by a few staff members to FWE and its pedagogy work and team. Love of working with children and teamwork were the two things liked most by the team members.

5.3 Efficiency

Efficiency implies an effective utilization of the project resources, the ability to accomplish the activities with a minimum expenditure of time and effort, or FWE's capability of "doing things right". Project efficiency usually refers to the ratio that determines relationship between the outputs against the resources invested into the project performance. That means efficiency measures the outputs in relation to the inputs and verifies whether the project used the least costly resources possible in order to achieve the desired results. This requires review and comparison of alternative, efficient approaches used for achieving the same outputs. To evaluate the efficiency of the FWE project, the following aspects, among others, were considered: Cost-efficiency of the activities, timely achievement of the objectives, and implementation of the project in the most efficient way.

Human Resources

The project was implemented through an international volunteer team of relevant FWE specialists supported by a local team who were adequately mobilized and trained by the expats. Direct involvement of the international team in the project was of dual benefits. On one hand, the international specialists introduced individual experiences in this field of work to the target groups as well as to the target schools. On the other hand, they trained the local team in pedagogical extra-curricular activities to deepen their understanding of the methods used and provided them with the needed mentoring.

This approach in the utilization of human resources has been proved an efficient and cost-effective in terms of quality of the delivered services, the costs incurred, and the pace of project activities. For instance, the project field activities did not have any gaps following end of the short-term assignments of the international team for three times. The task of delivering PSS activities was efficiently undertaken by the local team during the period of the international team’s absence.

The fact that FWE local facilitators or pedagogues were community-based especially that seven of them were displaced persons was another asset that strengthened spirit of teamwork and community service among the team members. On that basis, the local facilitators relentlessly endeavored to convert the project objectives into action.

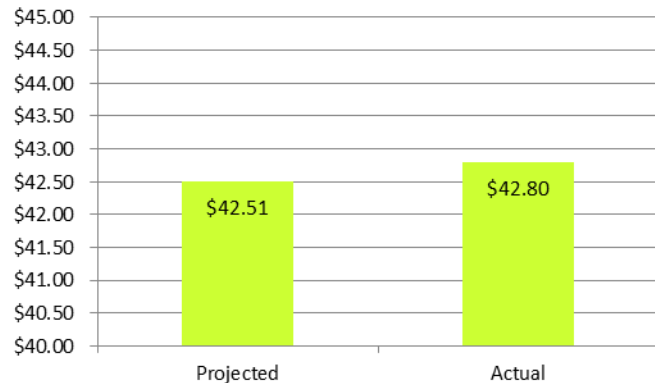
Cost-Effectiveness of the Project

To determine the project cost-effectiveness, it is necessary to establish cost-output relationship for the purpose of estimating the project cost per individual beneficiary (person).

Although variation between the projected cost and the actual cost is (\$ - 0.29), the project can still be regarded as cost-effective given the lower number of beneficiary adults compared to the planned figure (Figure 23). The project cost at both levels – projected and actual – does not include compensation for the time and efforts invested by the international volunteers in the project during the three missions during the project cycle.

This indicates effective utilization of the project budget to generate the required conditions for achievement of the expected project outputs by covering as many affected individuals as possible despite some existing obstacles.

Figure 23 - Project Cost per Beneficiary



FWE’s Philosophy and Holistic Approach

FWE adopted a holistic approach to improving psychosocial wellbeing of the displaced children and youth in the two camps. This approach was based on its philosophy “Learning by doing”, which stimulates the senses in the learning process. It has made a considerable difference as a unique and efficient initiative to improve the psychosocial and emotional wellbeing of both groups.

FWE Pedagogical Activities –Flexible, Easy to Learn and Efficient

The pedagogy methods used for conducting PSS recreational and extra-curricular activities under the pedagogy workshops have been proved flexible, easy to learn, and efficient. They have been able to allow children and adolescents to experience their own formative powers and a sense of achievement to develop their imagination and experience happiness.

Another fact that has contributed to efficiency of the pedagogy workshops is that interpretation from Germany or English into local language (Kurdish specifically the dialect of the target community) was provided by the local team members (facilitators). Almost all local facilitators were bilingual in Kurdish and Germany/English in addition to Arabic and some other languages like Turkish. This facilitated work

of the international specialists as they were conducting pedagogical activities for the children/adolescents and made it easy for the target group to apprehend the involved techniques and guidelines.

FWE methods were also characterized by flexibility in their approaches which generated a higher than expected demand within the community. Routine alternation of periods of movement and rest, as well as phases with group activities and individual activities in the course of the day was one of the successful key factors.

In fact, all afore-mentioned elements functioned as magnets for attracting not only schoolchildren but also outsiders (children and adults) to the workshops.

Pedagogical Sessions Served as Social Platforms

The pedagogy workshops served as social platforms to connect fellow-children within one school and sometimes to other children and adolescents outside schools as they joined the activities. They also promoted teamwork and group coordination in a fun and playful way, two essential elements that the children and young people need during the current transitional period of their life, i.e. displacement life.

Modification of FWE Pedagogy Methods to Local Context

To make the “European” pedagogy education more acceptable for the students, a few teachers were modifying the learned FWE methods such as storytelling to be adaptable to the local context by applying them in the same manner they learned under the project but with changing the contents to be more suitable to the local culture.

Gender and Age Considerations

The project team always ensured adaptation of the methods to the social, cultural, and religious contexts of the displaced community. Older students were most times separated into two gender-based groups (boys and girls) during the workshop sessions to respect the community customs and avoid conflicts among the students or with the community.

Efforts were also made to keep out adolescents from the exercise sessions of the young children. This is an age consideration approach followed by FWE to ensure, among other aspects, physical safety of the children.

Consideration of Health Issues

The project utilized the project fund allocations to keep the children healthy and refreshed during the school day through provision of bottled mineral water and sometimes cookies.

The feeding requirement of the children during the school hours was a subject of concern for many teachers because of children’s need to food during “a long schooling day”.

Teacher Training Programme - a Highly Successful Intervention

Despite frequent turnover and departure of teachers, FWE was capable of successfully conducting the teacher training programme for the teaching staff of the five target schools. The training was highly assessed by participant teachers especially in terms of usefulness of training materials; ability to enhance their knowledge and skills in management of psychosocial disorders and trauma, and alternative teaching techniques; and high prospective of replicating the learned knowledge and skills to class.

The training has resulted in improving the teachers' knowledge and skills in trauma diagnosis and management, and in identifying the special needs of students. The teachers have also acquired good knowledge and skills in using alternative teaching methods, helping students to improve their concentration and comprehension capacity, and keeping the class focused. Majority of respondent teachers also have sufficient knowledge and skills to help themselves, colleagues and students in managing trauma and recognize the role of school in children psychosocial support system.

However, there was a need to diversify the training topics to include knowledge areas that were not familiar by the school teachers. A few teachers considered some training parts such as psychosocial, intellectual/mental, management of traumatic students, games, and drawing as least useful based on the assumption that they have previous knowledge in many of these topics.

Drawbacks

The training duration and time were reported to be insufficient compared to the training curriculum and teachers' needs. Other aspects which need improvement include integration of practical component such as teaching aids into the training programme.

Modesty of FWE Pedagogues

"Modesty" of the FWE international and national pedagogues in working with children and youth has been very positively viewed by many respondent teachers.

5.4 Impact

Impact means the positive and negative changes and effects produced by the project interventions, directly or indirectly, intended or unintended, on the local psychosocial and educational indicators of the project. Impact evaluation assesses the changes in status or behavior which can be attributed to the project interventions. The changes or effects produced can be long-term, indirect, and spreading.

Assessing the impact of project activities also entails exploration of actual achievements against the intended results in each category of assistance. Aspects such as project results, real difference made to the target groups, and the number of affected beneficiaries were considered in evaluating the impact of this project.

This evaluation assesses the immediate effects of the FWE project, i.e. changes in the behavior of schoolchildren, i.e. after completion of the pedagogy workshops. The changes can be short-term or longer-term pending the degree of their sustainability. Analysis of collected data and information is presented below theme-wise across different types of interventions and evaluation methods.

Positive Reactions to FWE Pedagogy Methods

Reactions of the targeted community to the unique project interventions can be reflected from individual or collective (group) responsiveness or reactions of the direct beneficiaries to each particular activity. This is an important issue to underline because of the unique nature of PSS interventions – FWE emergency pedagogy (first aid response to trauma) and pedagogy education methods.

Children's Reaction to FWE Team's Application of Pedagogical Activities

Reaction of the students (children and youth) to PSS recreational and extra-curricular activities conducted whether by the FWE international team or by the local team through the 3-day emergency

pedagogy workshops or by the teachers at the target schools was predominately positive and encouraging given available modest resources. This reaction was more evident when the activities were conducted by the international team directly with the students.

Children's Reactions to Teachers' Application of Pedagogical Activities

Teachers' application of FWE methods, although at limited degree, has received good, positive and normal reaction from the students across the six beneficiary schools.

Young children frequently showed feelings of love, happiness and joy with "*smiles on their faces*", as well as signs of pleasure, comfort, interest, attention, and responsiveness while they were actively and enthusiastically practicing pedagogy methods in class. This feeling has mounted to an increased desire to go to school to attend the pedagogical activities and to a situation where the children considered some of these activities as their favorite hobbies.

However, reaction of the young children was more evident than that of the youth. Unlike higher than expected involvement in the pedagogy workshops, reaction of young students to teachers' application of FWE methods has been lower than that of young children because of the existing social barriers.

Improved Psychosocial Situation and Behavior of Children

The project has helped to improve psychosocial situation, (social) behavior, and academic performance of many children at the five BESs in 2015 compared to 2014.

According to respondent teachers, the remarkable change in the overall psychosocial situation of the students was rather attributed to FWE pedagogy education. The effects of PSS recreational and extra-curricular activities were more evident on the young students (at BESs) than on the adolescents (at the preparatory school).

Changes in Children's Feelings

The schoolchildren were reported by all respondent teachers to have feelings, such as happiness, joy, pleasure, comfort, and relaxation while they were engaged in the pedagogical activities in class. The same feelings were voiced by many of the interviewed high school students. This is a good achievement *per se*. Happiness heals as through experiencing happiness, the traumatised children can realize the positive aspects of life – beauty, fun, and joy.¹⁰

These views concurred with almost all interviewed mothers who reported of observing positive changes in the feelings of their schoolchildren during the last nine months, i.e. project period, compared to the previous period of their displacement.

Reduced Impact of Trauma on Children

There is a perceived reduction in the effect of trauma on the students as well as the teachers, in addition to a remarkable reduction (in late 2015) in the number of cases suffering from psychosocial problems, compared to the levels in 2014. An improvement in the psychosocial situation of the schoolchildren was also reported by almost all mothers. FWE activities have also contributed to stabilizing the schoolchildren as reported by the project team members.

¹⁰ FWE. Trauma Pedagogy: Guidelines for pedagogical first aid.

Reduced Troubling Thoughts and Feelings among Children and Adolescents

Among the most significant changes resulting from the PSS and emergency pedagogy services, many victims in all beneficiary schools have been reportedly able to “*forget*” themselves and “*forget the past experiences*” while participating in pedagogy workshops or when practicing the pedagogical activities by themselves. The same assumption was also reported by two fifths of the interviewed high school students and further supported by about one tenth of the interviewed mothers.

This behavioral result is supplemented by the students’ ability to relax not only physically but also mentally as they were practicing the methods. “*Overcoming boredom*” has enabled a number of respondent high school students to “*spend time in pleasure*”, “*overcome their concerns*” and/or “*past experiences*”, and eventually “*feel comfortable*”.

Improved Dynamics of Students

The entertaining nature of the pedagogical activities has reportedly contributed to increasing dynamics of the students (in one BES). The schoolchildren were reported to prefer the pedagogical activities over formal class education and be rather active and uncontrollable in class, a difficulty which the teachers have faced in keeping the students in class. The same feeling of activeness was reported by a number of respondent high school students.

Improved Children’s Feeling of Security

The young children’s feeling of protection and safety at home or at school has improved as reported by almost all respondent mothers. This is partly attributed to FWE methods like circus education including group rhythms and singing which have made the children feel safe and to have “*a mind free of fear.*”

Reduced Social Withdrawal and Isolation, and Improved Prosocial Behaviors of Children

Unlike before when the children were rather scared, withdrawn and socially isolated, now they can reportedly go out, play, enjoy, have fun, and have friends after they participated in the FWE pedagogy workshops. The pedagogy workshops created a forum for the children where they were allowed to interact with peers and established friendships, and also functioned as magnets for bringing many children out of their isolation at home.

Following participation in the workshops, the capacity of children to establish and maintain good relationships or friendships with other children has also improved as reported by the interviewed mothers.

Social withdrawal and isolation behavior have been reduced among almost all schoolchildren as reported by the mothers. In contrary to the observations made by the project staff and the teachers of some negative aspects of the social behaviors of the schoolchildren during early stages of project, evident reduction has been later (after pedagogy workshops) noticed in the schoolchildren’s feelings of isolation through formation of friendships and rebuilding trust in peers, teachers, and project FWE pedagogues. According to the teachers, the children have been generally more confident, outgoing, daring and sociable, able to participate in gatherings, social events, and public activities.

Reduced Antisocial Behaviors of Children

As result of the pedagogy workshops, a reduction in antisocial behavior has been reported for all schoolchildren (31% of covered children) who were rather physically aggressive, disobedient, uncooperative, or hard to discipline in the past. These students represent almost three tenths of the

schoolchildren covered under mothers' interviews. The schoolchildren in the beneficiary schools are now more cooperative, more disciplined, and friendly as observed by the project team members.

More Engagement of Children at School and at Home

Participation of the schoolchildren in the FWE pedagogical activities has also contributed to increased communication and interaction among themselves, and between them and their families particularly the parents. This is evident in the willingness or ability of majority of the children to brief their mothers about their daily activities at school with FWE pedagogical activities (and how they were doing them) which was the dominant family talk of the day during the workshops period.

Promotion of Teamwork

The pedagogy workshops have instilled a spirit of cooperation and teamwork in the students in the target schools, in addition to a sense of belonging to one group "*school community*". This is more evident during the morning welcome circle and farewell circle when they happily participated in the activity.

As an apparent impact of the pedagogy methods, the children were found being able to cooperate and manage themselves out of team spirit, for example, they were able to arrange themselves into large circles without guidance of the facilitator. The same spirit of cooperation has been observed in the children's interest in keeping the school environment clean.

The project has also promoted a spirit of community service among the teachers as they endeavor to help the affected children with the methods they learned through the project's training workshop.

Improved Mentality and Thinking Capacities of Children

FWE pedagogical methods have positively affected mentality and thinking of the beneficiaries particularly the children who have become more open-minded and quick learning. This demonstrates the student's willingness to consider new ideas, techniques, or games, increased responsiveness to lessons compared to the early stage of the project, increased attentiveness, and a high degree of learning them.

The pedagogical activities have helped a number of interviewed high school students to learn new things, refresh their minds, increase their concentration capacity, and think. They have contributed to improving their concentration capacity as reported for almost nine tenths of the schoolchildren (31% of covered children) who had the difficulty to concentrate or had relevant trouble at school in the past.

As the children learned new things, there has been reportedly an apparent improvement in their feelings and attitude especially toward foreign experiences.

Improved Academic Performance of Children

The psychological impact of the pedagogy workshops on the students has been a factor that helped them to understand and accept study lessons. For example, FWE methods like drawing have been very helpful for the children especially in the start-up practice of writing, as they have helped them to learn how to hold pen and draw. This skill is of great benefits for the young children.

Nearly one tenths of respondent mothers reported usefulness of FWE pedagogical activities for the children educationally and psychosocially. The workshops have improved the children's concentration capacity and the desire to go to school and to even to study more.

Many teachers believed that the academic performance of the schoolchildren in 2015 was better than that in 2014, mainly due to FWE pedagogy workshops.

Impact of Project Activities on the Teachers and Project Team – Professionally and Socially

Almost all respondent teachers reported a perceived impact of the teacher training on their academic lives and performance.

Teachers' Feelings

Respondent teachers generally possessed the same feeling of happiness like students as they were applying FWE methods in class. The level of this happiness went in parallel to the feelings of students during the application process - the more the students became happy with "*smiles on their faces*", the happier the teachers were.

The teachers' feelings were more when they saw the fruits of FWE's work with the students. They were also happy when the students could be refreshed, enthusiastic, more engaged, or when they have been able to forget themselves. The same applies when the teachers learn new methods or behaviors for the benefit of students. This indicates the teachers' interest in helping students with FWE methods as a potential means for achieving an academic progress.

Inclusiveness and Gender Equality

The project was inclusive in terms of beneficiaries. Children and adolescents were happily engaged in the pedagogy workshops without any regard to their ethnicity, religious affiliation, social status, gender, or physical abilities.

Gender equality and social inclusion are two basic educational values that FWE has promoted at schools and in the communities. They are two factors considered crucial for FWE work. The project team was particularly aiming at including girls and disabled children in the pedagogical workshops, as gender equality and disability equality remain challenging fields in IDP communities with girls, women and handicapped persons being structurally and socially disadvantaged in many cases. Therefore, percentages of girls and boys participants in the pedagogical workshops were relatively similar – 49% girls vs. 51%, boys. Nevertheless, this is not same for the female and male teachers who participated in the training programme – 3% females vs. 97% males - due to the low representation of females among the teaching faculty in the target schools.

The feeling of inclusiveness was enhanced at all levels of the project implementation. The international and local teams included individuals from both genders, different age groups, and different ethnical and religious backgrounds.

Attribution of Positive Changes on Children to FWE Pedagogy Methods

Many respondent teachers and mothers attributed the positive changes in the reaction or behaviors of the schoolchildren to FWE pedagogical methods. These activities were very helpful for the children and a source of safety and comfort for them, two elements were missing after they experienced the horrible events in Sinjar and other areas.

The pedagogy workshops have a major role in the IDP children's happiness, psychosocial and emotional wellbeing, improved feeling of security, diminished social withdrawal and isolation, reduced antisocial behaviors, and improved academic performance.

Capacity Building of Community-based Facilitators/Pedagogues

The project has contributed to increased capacity building of a number of community-based facilitators/pedagogues. The project local team members, many of them are IDPs, received adequate training and mentoring from the international team. They have acquired knowledge and skills to deal with psychosocially-troubled children, and also learned many good virtues or attributes which have brought about positive changes in their professional and personal lives.

5.5 Sustainability

Sustainability refers to the project ability to maintain its positive effects (benefits) after its termination and measures the likelihood of the continuation of these effects. This entailed review of aspects, such as the extent of the continuation of the project benefits after its completion, and the major factors influencing achievement or non-achievement of the project sustainability.

Measuring Qualitative Impact of Pedagogical Activities

The evaluation explored potential sustainability of the immediate and short-term benefits obtained through PSS pedagogical activities as well as sustainability of the longer-term impact of the FWE pedagogy education/methods. However, an objective assessment of the project impact was hindered by data limitations; available project documentation tends to focus on the achievement of short-term targets which were more quantitative rather than on the impacts, which were more qualitative. For example, available documents count the number of beneficiary schoolchildren and adults but do not identify the exact psychosocial situation of each beneficiary prior to the project implementation and the degree to which the trauma symptoms of the affected beneficiaries would improve. As such, there is



FWE Pedagogy Workshops Brought Vigor & Smiles to Faces of Displaced Children in Berseve I & II IDP Camps

very little documentation of the project impact except in cases of adolescent students, teachers, mothers, and project team members who reported anecdotal evidence of change.

Establishment of Multi-layered PSS system

Addressing the three agents - the children, the teachers and the parents – has been FWE’s strategy to establish a multi-layered PSS system in the school communities. Sufficient efforts were made towards that end by effectively establishing PTAs, an achievement whose sustainability rests upon the responsible educational authorities through the schools and the displaced community.

Inclusiveness in Support of Sustainability

Inclusion of teachers and parents as project beneficiaries is an important aspect of the emergency-and trauma-pedagogic work with children. The two groups are critical elements for the sustainability of project outcomes and impact.

Sustained Application of FWE (Pedagogy) Methods

Application of FWE methods whether by the students themselves in class, at recess or on the way back home or by the teachers in class was limited in terms of the type of activities, frequency, scales (inside or outside class), and scope (in some schools and not others) as reported by the target school teachers. This was attributed to a variety of reasons, such as apparent inability of the schools to formally integrate or adapt Waldorf Pedagogy (Education) to the curriculum or even to teach the students about them as refreshers, when needed, because of time and space constraints. Another reason was the perceived socially and culturally inappropriateness of the pedagogical activities for adults including students above grade 16, a discouraging factor for the teachers. This difficulty was particular for theory lessons like history or physics, compared to non-theory lessons like arts and sports where application of relevant FWE methods was more feasible. For example, drawing has been applied especially in arts class while volleyball has been considered the most favorable outdoor activity for adolescents. Also, storytelling is the activity that is most feasible to be applied in class.

Another reason for this drawback is the personal perspectives of the youth; this group of people is more affected by the prevailing current trend especially in the minority communities, i.e. increased immigration of people particularly youth to outside the country.

Quarter of the high school students spontaneously reported of the teachers’ inability to apply the learned FWE methods in class. However, activities that do not require much movement or space, such as storytelling, clapping or writing (English) symbols on whiteboard, have been reportedly applied by the teachers in class, although at limited scope, as a means for refreshing the students and/or for maintaining order. Nevertheless, two fifths of the high school students reported of practicing a number of FWE pedagogical activities, but with unequal gender ratios (29% female vs. 71% male).

Students’ practice of the FWE methods was mostly intended to overcome boredom created especially from the camp confinement, a fact that was reported by many respondent teachers and a lower number of high school students.

Practice of methods like singing the German songs or doing rhythms by the schoolchildren whether at school, at home or on way back home was reported by a portion of the interviewed mothers and the project team members, and was also observed by the evaluation team. Based on the evaluation team’s observation of the students at a school, a number of young children were signing the German songs

they learned from the pedagogy workshops while they were walking back home. Some other students including those at the non-target high school still remember the German songs.

The schoolchildren were also observed doing activities like singing when seeing the project team and approaching them with their usual question *“When will you come back to the school?”* after completion of FWE pedagogy workshops.

Pedagogy Workshops - Outcome vs. Limited Duration

The limited duration of the pedagogical activities has put the project sustainability at risk although evidence of quick learning of pedagogical methods can be easily demonstrated. Many schoolchildren and adolescents including majority of the evaluation participants can still recall a wide range of the activities they learned, especially the German songs and the famous FWE group circle mantra *“I feel the earth, I feel the sky, I feel myself.”*

Lack of School Teachers

Frequent departure or transference of the school teachers was an impeding factor to FWE’s endeavours to maintain sustainability of the delivered activities, knowledge, and skills.

Community-based Pedagogues

The project team’s composition of mostly community-based pedagogues was an effective means to ensure sustainability of the introduced pool of pedagogy knowledge and skills. This procedure enabled gradual transference of the direction of the therapeutic offerings by the international specialists into the hands of the local facilitators (pedagogues) during the absence of the former team. This was another step taken to achieve this end. Undoubtedly, the local pedagogues are regarded as an asset that can even be utilized by other prospective organizations working in this field.

Integration of Trauma-Pedagogic Methods in Public Education System

Integration of trauma-pedagogic methods into the school's curriculum in the two camps has not been considered a feasible option at the current situation where the educational authorities are struggling to provide access to formal education for all the displaced children and to ensure availability sufficient number of required teaching staff.

6. SUMMARY CONCLUSIONS

The UNICEF/FWE project activities aimed at promoting psychological rehabilitation of the IDP schoolchildren in the target schools through Waldorf Pedagogy Education and at capacity building of the teachers and parents have achieved a good degree of effectiveness using a variety of group approaches. Discussions with teachers across the target schools, a randomly selected sample of the mothers of schoolchildren, and a number of high school students reflected an apparent appreciation of the PSS and pedagogy activities provided by FWE. The children's level of resilience has increased and their risk to psychosocial wellbeing significantly has decreased following participation in the FWE pedagogy workshops that involved recreational and extra-curricular activities.

This study offers preliminary anecdotal evidence of the usefulness and potentials of the FWE emergency pedagogy methods and a unanimously expressed need for further and continued psychosocial programming for the benefit of the affected children and even adults within the displaced community in Berseve I and II camps. It shows a picture of hope in the grey surroundings of the camps where the displaced people are not certain what the future will take them and where their main preoccupation is to meet their basic life needs and restore their livelihood with a more focus on material support.

In general, the IDP children and youth have learned pedagogy methods from the project, considerably retained it, and applied them to an extent. They have seen positive changes in their psychosocial and emotional wellbeing, and academic performance with a widely acknowledged attribution to FWE pedagogy methods. However, the ability to attribute impact or see change over time is limited by the cross-sectional nature of the study – which estimates the prevalence of the outcome of interest for the population for a short period of time, with no comparison population.

The evaluation did not directly involve the main project beneficiaries – young schoolchildren – due to the potential for recall bias when asking children to remember how they were doing or behaving before participating in the project, in addition to some foreseen difficulties associated with interviewing them. It rather employed a mixture of data collection methods that maintained a significant degree of built-in triangulation, which was a strength for the adopted methodology.

The project adopted an integrated approach to improving the psychosocial and emotional wellbeing of the IDP schoolchildren through encompassing not only the children but also the teachers and the parents/PTAs. FWE tried to build a more holistic system around children and strengthen the community around the school building upon its philosophy of “Learning by doing” which stimulates the senses in the learning process. Although this approach challenges more than the formal education, it has made a big difference in the psychosocial situation of the beneficiaries particularly schoolchildren pre- and post-project implementation.

FWE's philosophy and pedagogy education have been effective in making a considerable difference as a unique and efficient initiative to improve the psychosocial and emotional wellbeing of the target group. The project delivery mode of services – alternating periods of movement and rest as well as phases with group activities and individual activities in the course of the day – has been an efficient means, besides the entertaining nature of pedagogical activities, to attract increased numbers of children as well as youth to FWE pedagogy workshops.

The IDP children and adolescents expressed happiness with FWE pedagogy recreational and extra-curricular activities and showed a growing interest to have this type of pedagogy first aid on a sustainable basis.

The evaluation concluded that the project resources have been utilized effectively, generating supporting conditions for achievement of the project outputs. However, sustainability of the project outcomes and impact depend on how far the FWE pedagogy methods can be integrated or adapted to the regional education system and curricula.

The evaluation also reveals a need for additional pedagogy programmes to support key elements of children's social ecologies that are directly linked to their resilience and wellbeing and to allow them to prosper in the adverse camp environment. The children still need support to cope well with the hardships that have still been facing. The elements include children's parents and households, teachers and schools, mentors (local pedagogues) and extra-curriculum programmes.

In fact, the longer children in the camps continue to be exposed to the factors that influence their emotional wellbeing, the more important it is for pedagogical interventions to focus not only on their mental health and psychosocial concerns, but also on the social and community supports that buffer them from the existing non-supportive effects of the camp living and environment.

The report outcome will make it possible to design more effective PSS and pedagogical interventions for the traumatised people especially children and to lay the ground for a long-term engagement in the region.

7. SPECIFIC RECOMMENDATIONS

FWE puts forward a set of overriding recommendations across the different areas of intervention which were proposed by incorporating feedback from the evaluation participants, as well as review of similar project documents. These recommendations are not intended to only address shortcomings in the project implementation but also to ensure sustainability of FWE's pedagogy services in the long-term. This type of psychosocial first aid is essential for the victims of violence and has internationally become the psychosocial intervention of choice to address immediate concerns of survivors of critical incidents.

Adopt holistic and integrated approaches for psychosocial interventions

In a community affected by fighting and horrors of expansive tragedies, violence can affect every aspect of social life resulting in broken traditional community structures, disintegrated cultural norms, destructed relationships and networks, and consequently disappeared (traditional) coping mechanisms. Complex emergencies, high-risk environments, created as result of the disasters that took place in Sinjar and other areas, have disrupted both individual and community functioning with the possibility of either of them has a negative impact on the other. Therefore, any psychosocial interventions whether preventive or healing should be social/community-based as well as individual.

Emotional wellbeing of children influences their academic performance

Emotional wellbeing of the displaced children has been disturbed by a range of factors including past violence and tragedies, displacement/camp life problems, and lack of parental attention and care. This in turn has influenced the children's academic performance especially during early displacement period through reduced comprehension, increased distraction, low concentration, inattentive listening, low class participation, reduced study capacity, and improper behavior. Therefore, any future interventions need to address all these factors in order to achieve psychosocial wellbeing of the children.

An integrated approach ensures a holistic approach to problems

An integrated approach that combines multiple types of interventions ensures a holistic approach to the problems of the victims (children and their families alike). It recognizes impact of their sufferings - physical or material in nature – on their wellbeing and other aspects of their lives. Therefore, this approach is needed in future interventions to address all these dimensions and incorporate cross-cutting themes in order to ensure effectiveness and sustainability of the intended outcomes. The holistic approach supports children's development through an inclusive process of social integration and connection within their wider social world.

Provide multilevel psychosocial interventions

Accordingly, future psychosocial interventions may operate at four levels – individual, school, family, and community. They should respectively focus on the individual wellbeing/health, sound educational process, family welfare, and community rebuilding.

Interventions should focus on children, family, community, and educational and cultural needs

Therefore, it seems desirable that the psychosocial interventions or projects be designed in holistic and integrated ways that take children, family, community, as well as educational and cultural needs into consideration in order to address children's psychosocial risk and protective factors.

Strengthen community network and collaboration

Children's development is inextricably connected to the social and cultural influences that surround them, particularly families and communities. This process is influenced by interaction with peers, teachers, family members, community members, and by mass media.

Psychosocial projects should support networks and focus on strengthening children's resiliency and normalizing life by taking them through a 'healing process' to help build their skills in order to overcome their problems. The PSS projects should also emphasize strengthening social environments that nurture children's healthy development as a whole through close cooperation with the family, school, parents, community members, as well as children.

Projects should consider diversification of interventions (social and psychosocial)

Future projects should encompass diverse social and psychological needs of the displaced vulnerable children and youth and provide not only recreational and expressive activities that support their healing process and promote their social integration, but also emotional support for the adults including teachers and parents, and community sensitization for awareness on the effects of violence and management of trauma.

Projects should include more effective and sustainable areas of intervention

Future psychosocial interventions can be more effective and sustainable if they provide a wide range of activities that:

- 1) address recovery from traumatic experiences and support the healing process;
- 2) promote family unity, education, and economic opportunities through teaching coping mechanisms, addressing educational needs, and building economic survival skills;
- 3) foster social connection and reintegration by providing opportunities for children and young people to engage in activities that promote cognitive, emotional, and spiritual growth and fostering connections that (re)create a sense of community and belonging;
- 4) reflect local cultural beliefs systems and resources; and
- 5) advocate for justice.

Design psychosocial interventions as free-standing projects or part of wider emergency response

Integrated projects may be free-standing or be designed as part of an overarching emergency response. A psychosocial intervention can be more effective and sustainable if it involves or is linked to another intervention that involves material support for the target groups. Material support, which was the predominant concern for many evaluation participants, may include, for example, access to family care training/counseling, vocational training and classes in accelerated literacy for adults including parents, or access to life kits for families or toy kits for children.

Encourage participatory project design and implementation processes

To better enhance efficiency of the psychosocial and other relevant interventions, a participatory approach is needed for the design and implementation of PSS projects. The public participation has many advantages, for example, including victim beneficiaries in setting targets and defining expected outcomes and impact will promote greater coherence between project promises and beneficiaries' expectations. Thus, inclusion of the community as an integral component of the project will function as an important key to success. It will provide community members and victim beneficiaries with opportunities to play an active role rather than passive role in the project implementation.

Community engagement and mobilization through bringing potential beneficiaries into the process of defining project objectives and identifying measures to achieve them may be a psychosocial intervention in itself. Participation of people including children not only in planning and implementation but also in monitoring of the activities that make up a psychosocial project is essential to ensure cultural appropriateness and sustainability, and generate ownership of both problems and successes.

Design multiple FWE pedagogy methods for different age groups

To make FWE methods more efficient and appropriate for the local context specifically age considerations, it is necessary that specific FWE activities be provided for youth in separation from young children. The activities should not be necessarily same as those of the children.

Diversify modes of psychosocial rehabilitation

Future interventions should not only include PSS but also individual counseling and therapy services to children and young people with traumatic experiences. They should stretch beyond the individual coverage to include families and community as well. Psychological rehabilitation may include individual and group-based trauma counseling/listening, trauma therapy/healing, reintegration counseling, as well as community-led healing initiatives. Rehabilitation sessions can be individual, community, or school-based targeting affected children, youth, parents, teachers and other community members.

Integrate cultural considerations and sensitivity into FWE pedagogy education

Participation of community especially in the design of projects helps to increase the likelihood that future interventions - like delivery methods and contents of services - will be culturally grounded and appropriate to the specific setting.

Traditional games, dances, rhythms, songs, stories, and tales provide a sense of stability during crises, and help to strengthen a sense of cultural identity among people especially the youth. Such resources can be integrated into emergency pedagogical activities particularly at CFSs after they are duly modified as appropriate.

Integrate inter-cultural experiences into FWE pedagogy education

It is important that pedagogy education curriculum considers inter-cultural experiences of both Germany and Kurdistan and the differences between both of them to reflect increased adaptation to the local context while maximizing benefits from the international experiences.

Modifications may be made to some FWE methods like storytelling to be conducted not necessarily with the same contents but with the same style to ensure better adaptation to the local context.

This approach needs also to consider the differences in the primary/elementary educational curricula of both nations as well as appropriateness of pedagogy methods for different age groups.

Provide more coping mechanisms for the victims

The affected children and young people are in need to learn coping skills and develop their own strategies for coping with past traumatic experiences and adversity and better dealing with their daily lives. Through training and practice, they can draw on their own resources and experience their own skills, which can help boost a sense of self-esteem and self-dependence. The victims still need creative forms of coping – expressional activities, such as writing, painting, and making music which increase their expression of thoughts and feelings. Storytelling is an activity that can make children become more comfortable and more engaged if they are encouraged to tell their own stories.

It is important to assist the affected children in understanding and in learning adaptive ways of coping with past traumatic experiences and the feelings resulting from such experiences

Extend duration of pedagogy workshops

It is necessary that duration of pedagogy workshops be sufficient enough to allow for participants better learn and apprehend the methods. The more the schoolchildren learn about methods, the more likely the methods will be instilled in their minds and the better they will recall them.

Promote social interaction of children

Activities that promote social interaction of children are important in order to reduce their social withdrawal and isolation. Through social interaction, children internalize culturally constructed norms, values, and beliefs, including modes of expressing emotion and acceptable social behavior. Frequent group-based pedagogy activities and social events are possible options for achieving this end.

Prevent exposure of children to destructive media

To reduce the potential negative and harmful impact of media especially TV channels that promote violence on the children, parents and children should be educated about the importance of shunning harmful mass media. Access to alternative mass media means may also be promoted or provided to draw exclusive attention of the children to issues that are constructive in nature and useful for them.

Increase engagement of PTAs

Regular parents/PTA meetings are important for addressing, apart for educational performance of their children, not only children's psychosocial wellbeing but also their own's and other family members'.

Conduct community outreach

This is an important element of community building and development. One aspect of this initiative can include psychosocial interventions that involve community sensitization around children and human rights. The aim is to advance and protect human rights, particularly children's rights, and promote education on children's rights and abuse.

Community outreach initiatives can be realized through efficient and cost-effective interventions, such as student parent or community-based counseling sessions or seminars in public issues, such as conflict resolution and psychosocial coping mechanisms.

Implement community rebuilding initiatives

As the core of psychosocial programming is emotional healing, social reintegration and community building, efforts must target beyond individual wellbeing and seek to foster community rebuilding and wellbeing. Projects designed toward this end can enable children to be active agents in rebuilding communities and in actualizing positive futures.

Public-driven initiatives such as keeping school/camp space clean and solid waste management can be good interventions to bring together different components of the community into collective actions. Involving children in age appropriate communal tasks helps strengthening self-efficacy and self-esteem and rebuilding a sense of solidarity and community, while also enabling prosocial behaviors such as cooperation, communication, teamwork, and skills in settling conflict non-violent. They can also foster male and female change agents within communities.

Establish Community Emergency Pedagogy Education/First Aid Centers

To make FWE's services more effective and sustainable, the need widely arises for the establishment of two emergency pedagogy education/first aid centers, one in each of the two camps – Berseve I and II.

Diversify functions of the pedagogy centers

The two facilities are to function as pedagogy education, first aid and counseling centers, as well as CFSs. They are to be supported by community-based social workers or volunteers who should be sufficiently mobilized and trained to become qualified pedagogues.

Expand the centers' scope of services

The two centers are to provide PSS and other relevant services for the people. They are also to provide psychological/psychosocial counseling services through individual sessions or seminars to traumatised and other affected children and youth (students and non-students), as well as teachers through psychiatrists probably assisted by community-based social workers. The scope of the centers' services can be expanded in the future to also target other community members in general.

Hand-over the two centers to relevant local authorities

Responsibility over management of the two centers is to be gradually handed over to the social care authorities or educational authorities as deemed appropriate (in coordination with the displaced community in the two camps) once FWE's future interventions are scaled down or ended. This move will promote local ownership, tap on/utilize community resources, and maintain sustainability of the external interventions.

Integrate preschool children in psychosocial interventions

As the children's development depends on their psychosocial wellbeing, it is important that FWE' PSS programmes also cover children at the preschools in the two camps. This intervention will also support the education process when the children join the primary education.

Support psychosocial promotion activities

All community members are responsible for the promotion of psychological and social wellbeing of children and their families. This responsibility depends on the existence of a number of supportive factors enabled by the entire community. Such factors include strong parental care and family support, effective social and community participation, access to quality education, and appropriate expressional and recreational activities within a safe and protected environment.

Specific psychosocial promotion interventions include information campaigns, self-expression, recreational and support/mentoring programmes, life skills training, community activities, and psychosocial information material for parents and teachers.

Strengthen local capacities

In order to ensure sustainability of future PSS interventions, efforts must be made to strengthen capacity-building activities for teachers, parents, government social workers, and community-based workers/volunteers to listen to and talk to the victims. The aim is to provide effective psychosocial support for the distressed children with additional activities supported at the level of the child, family, and school. Interventions in this regard can include training psychosocial para-professionals, health/social care workers, teachers, community-based counselor and pedagogical assistants, and young volunteers to provide immediate emotional and psychosocial support to individual victims or groups of victims. The trained individuals can work as change agents within communities to stabilise and protect children and young people by helping them to deal with their experiences.

Enhance capacity building of teachers

To efficiently integrate pedagogy education into children's formal education, it is important to enhance capacity building of teachers in different relevant aspects, such as alternative/diversified teaching methods, mental health, management of trauma and other psychosocial disorders, conflict management, equality, and justice.

It is necessary that the knowledge and skills of teachers be frequently updated especially to keep pace with the current teaching methods used in the developed countries like Germany. This requires increasing frequency of the teacher training workshops, extension of duration of the workshops and sessions time, diversification of training topics to include subjects like Kurdistan-Germany comparative education with more focus on practical methods including diversified educational and learning methods.

Another more practical recommendation is to include both students and parents in the training to enhance practical interaction among the three components.

Organize students' summer camps

Short-term school holiday camps can play an important role in the children's psychosocial and emotional wellbeing. The camps should be organized in different environments, i.e. outside IDP camps, preferably in areas with attractive natural landscapes to allow participants more interaction with the nature which could stimulate their psychosocial recovery and wellbeing.

To further address emotional distress for the children and young people, the summer camps should focus on psychosocial activities including recreational, educational/intellectual, and sporting activities. Social activities and events can also be integrated as part of the camps in order to promote social reintegration of the children and young people. The summer camps can also help to develop youth activities centered on youth leadership, teamwork, volunteer spirit, and understanding of democratic government procedures.

Support the education process in the IDP schools

Provide teaching/learning materials

Availability of diversified teaching/learning materials can support not only the formal education process of the children but also the pedagogy education, and will eventually result in improved psychosocial wellbeing of the children.

Diversify the teaching activities in the IDP schools

The schools may be supported with teaching materials needed to create awareness of the children in personal, school and community-based issues, such as personal hygiene, body care, cleanliness in school, public hygiene, and waste management.

Integrate children feeding into the psychosocial interventions

Food is necessary for the children to maintain a healthy body and mind during the school hours, maintain their concentration, and keep focused. Supporting the children with snacks and drinks during the pedagogy workshops can maximize the potential benefits of the psychosocial interventions.

Integrate material support component into the psychosocial interventions

As the community focus is more on material support, incentivisation helps to maximize the benefits of psychosocial interventions and contribute to their sustainability. Incentives may include diverse materials ranging from stationery (e.g. pens, copybooks) to pedagogy kits (e.g. play dough, strings).

Strengthen project team capacity-building

More attention should be paid to the importance of intensive education and awareness of project local team members in essential topics, such as trauma, trauma-pedagogy/pedagogic work, trauma management, and psychosocial care.

Extend presence of FWE international specialists in the field

The physical presence of the FWE international team in the field is important as responsiveness of beneficiaries to the pedagogical methods implemented by them is more than that to those implemented by the local team.

Link psychosocial interventions to social care authorities

Social care, wellbeing and welfare are important for children to mitigate their distress and enhance their resilience still encountered at home, school or within the camp environment. The local social care department is responsible for providing social services particularly for vulnerable people. It is necessary that future PSS interventions be linked to this department to combine efforts and expand capacity building benefits to its social workers. The ultimate goal is to ensure wellbeing of the displaced family. It follows therefore that at the close of its operations, FWE will behind viable community-based arrangement that involves community volunteers and relevant government agencies to further the goals of mobilization towards self-help.

Establish a M&E framework with a focus on the outcomes and impact at beneficiary level

Measuring changes in the behavior of individual traumatised children, for example, could serve as a good example for better evaluating emotional and wellbeing impacts of psychosocial first aid. It is therefore recommended that future interventions establish a good Monitoring and Evaluation (M&E) framework including an efficient Management Information System (MIS) that will allow for collection, monitoring and tracking of outcomes and impacts for individual beneficiaries pre- and post-intervention. The MIS will also minimize the challenges of managing multiple data sources (e.g. teachers, mothers) - and will eliminate the risks of double counting of beneficiaries at activity level among others.

Regular home visits can serve as an additional tool in assessing a child's behavior from the parent's perspective by gathering and documenting additional information about the child's overall functioning.

Annexes

Annex 1

Guide for FGD with Teachers

Name of Evaluator:

Date and Time of Evaluation:

Name of school:

Berseve I Camp:

Berseve II Camp:

Number of participant teachers:

This guide is for FGD for teachers (of 5 schools in Berseve I and II camps – KRG schools only). Conduct the interview only with the teachers who have received FWE training during the last 9 months.

1. How did students react when you did a method like singing a song, doing some rhythm (e.g. clapping), greeting each and every student with a handshake, etc.? What did you observe while doing this method?
2. *(Ask this Q. only if answer to Q. 1 is positive)* - Do you think that this reaction is attributed to the activities of the German team?
3. Which German team activities the students liked most?
4. How do you feel (as a teacher) while doing such a method *(mentioned in Q. 1)*?
5. Do you believe that German team activities are useful and it is necessary to continue them?
6. Do you think the emotional wellbeing of a student influences his/her school performance?
7. If you think so, how and why could it influence his/her school performance?
8. *(Ask this Q. only if answer to Q. 6 is "Yes")* – how could this influence be handled/managed?

Annex 2

Guide for Focus Group Discussions/Interviews with FWE Project Local Team Members

Name of Evaluator:

Date & Time of Evaluation:

Number of Participating Team Members:

Gender:

Section I: Children

1. Do you think it is important for the children to do the activities which you have done with them?

If yes, why?

2. Do you have the impression that the children change/their behavior becomes different through the activities, which you did with them?

If yes, how do you believe that? or what did you observe in the children that made you to have such an impression?

3. Do the children like the FWE activities?

If yes, do you have anything else to say relevant to this aspect?

4. Did you work with children who were aggressive/ didn't listen to the teachers or what you are saying/ sad/very shy/ isolated/ very cheeky?

5. Did you see a change in their behavior when you worked with them?

If yes, can you explain more or provide examples about the children behavior before and after change!

6. In your opinion, why does FWE conducts the activities with the children?

7. Rate the following statements on a 5-point scale (1 for highest; 5 for lowest).

I believe FWE activities:	1	2	3	4	5
are useful for the displaced children.					
<i>Can you explain the reason(s)?</i>					
are useful for the teachers.					
<i>Can you explain the reason(s)?</i>					
are useful for the children parents or PTA.					
<i>Can you explain the reason(s)?</i>					
are useful for project local staff.					
<i>Can you explain the reason(s)?</i>					
are adaptable to the local context & socio-religious traditions.					
<i>Can you explain the reason(s)?</i>					
need to reviewed & improved.					
<i>Can you explain the reason(s)?</i>					

Section II: Personal

8. Do you like working with FWE?

1	2	3	4	5
Like a lot	Like somewhat	Neither Like nor Dislike	Dislike somewhat	Dislike a lot

Can you explain the reason(s)?

9. What did you like most about working with FWE?

10. What is a trauma?

11. Do you have the impression that you could help / stabilize traumatised children with the activities you were doing with them?

If yes, can you explain how! or what strengths do you have that make you to have such an impression?

12. What did you learn during your work with FWE?

13. What did you learn about yourself during your work with FWE?

14. Did you learn how to deal with some of your own personal experiences you have gone through in the past?

15. Do you feel psychologically more stable than before working with FWE?

16. What has changed in your life since you work with FWE?

Annex 3

Guide for FGD/interview with students

Name of Evaluator:

Date and Time of Evaluation:

Name of school:

Number of participant students:

Student Age Range:

This guide is for FGD or interview with Arabic (non-KRG) high school students in Berseve I camp. Conduct the interview only with the students who received FWE activities during the last 9 months.

9. Do you believe that German team activities are useful and it is necessary to continue them?

10. If so, why are they useful?

11. What did you benefit or learn out of these activities?

12. Which of the German team activities you liked most?

	Rank*
Storytelling	
Art therapy (painting & drawing)	
Experiential & circus education (group games, body movements, balancing exercises)	
Eurythmy/rhythm (special/healing movements like physical exercises, walks)	
Plasticizing/felting	
Singing	
Music	
Other (specify)	

* Rank activities in order (from 1 "highest" to 7 Or 8 "lowest").

Annex 4

Guide for Interview with Student Mother

Name of Evaluator:

Date and Time of Evaluation:

Name of student school:

Berseve I Camp:

Berseve II Camp:

This guide is for interview with mothers of students (of 5 schools in Berseve I and II camps – KRG schools only).

First, ask the mother if she has any child(ren) going to the KRG schools in the two camps. If so, ask her whether you can conduct the interview with her. Tell her you are a student from University of Duhok, the interview is for research purpose only, and her identity will remain anonymous. You can conduct the interview if she agrees and seems comfortable or cooperative.

1. Does your child (or children) tell you about some activities with an international German team? Activities like drawing and painting, storytelling, rhythm (special/healing movements like physical exercises, etc.), singing, music, ritual saying, balancing exercises (e.g. maintaining ball on head while walking) etc.
2. Does the child(ren) like these activities?
3. Have you noticed any positive changes in the following feelings of your child (or children) during the last 9 months?

	Better*
The child feels that she/he is now more protected & safe in home or school environment	
The child has the capacity to create & maintain good relationships or friendships with other children.	

* tick if applicable.

4. Do you believe that the afore-mentioned positive changes in your child (or children) behavior are attributed to the German team's activities during the last 9 months? (*Ask this question only if answer to Question 3 is "Yes"*).
5. Before the last 9 months, had your child (or children) been withdrawn, alone, or not playing with friends (i.e. isolating themselves)?
If so, is he/she better now?
If yes, is it because of aforementioned German team activities?
6. Before the last 9 months, had your child (or children) been unable to concentrate, having trouble at school?
If so, is he/she better now?
If yes, is it because of aforementioned German team activities?
7. Before the last 9 months, had your child (or children) been physically aggressive, uncooperative, or being hard to discipline?
If so, is he/she better now?
If yes, is it because of aforementioned German team activities?

ههلسنگاندا كەسى يا فېزىبىنى : هزرىكا لىسر كا تۆج فېزىبى دەمى قان رايهتانا لىسر شوكه دەرونى يا زانستى پەرودەمى.

پاشان رايهتانا هەل بەسگىنە دىوارىن باهتى خوارى دا ب نۇخاندانا زانبارىن تە دەست قە ئىناين.

ئىك ژۇمارىن گونجىلى ل خستى خوارى دا بكه دىازىندا .

١. ئاياب ٢. باش ٣. ئاقىجى ٤. نە باش ٥. خواب

نۇخاندان					هەل سىنگاندا كەسى يا زانبارى وشارەزىن كىداي ب :
٥	٤	٣	٢	١	من نىكەمشنەگا گشتى يا پەيلا شوكه دەرونى يا هەمى كا چاوا كارىگىرىن ل كەس دكت.
٥	٤	٣	٢	١	ئەز دزانم شوكه دەرونى دىياندايه بىت ئەگىن نىشانىن ج نەخوشيان ، چاوا شوكه دەرونى كارىگىرىن د رەقارنىن زاروكى بىكت وشيانىن فېزونا زاروكى ب كەت د پولى دا .
٥	٤	٣	٢	١	ئەز هەدەك چىكرا دزانم بو رىكىن فېزىكۆن اس د شەم ب كارىنەم ل دەمى كار كۆن دگەل زاروكىن پەباەر .
٥	٤	٣	٢	١	ئەز دزانم چاوا هارىكارىا قوتايان بىكم دىزۆفەرنا شىانىن وان بىن جەخت لىسر كۆن .
٥	٤	٣	٢	١	ئەز دزانم چ رىكا بكارىنەم دىپولى دا بو بەردەوامى دان يان زقواندا جەختى دئاف قوتايادا .
٥	٤	٣	٢	١	ئەز دزانم چاوا هارىكارىا خۆ بىكم دەمى تازار كىشانا شوكه دەرونى .
٥	٤	٣	٢	١	ئەز دزانم ئەز دىشەم هارىكارىن وىشەقانيا هەقائىن خۆ بىكم ل دەمى سەردىكۆن دگەل زاروكىن توشى شوكه دەرونى بىن .
٥	٤	٣	٢	١	ئەز دزانم ئىتلىن تايەت بىن زاروك بان گەنجىن پەباەر سەبارەت ژىنگەها فېزىبىن و رىكىن فېزىكۆن .
٥	٤	٣	٢	١	ئەز دزانم بو جى قوتاجانە بەشەكى بىچىنەمى بىن پشەقانيا سىستەمى دەرونىا بو زاروكان .

