



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

BASELINE STUDY

**MA'AN Towards Gender-Responsive and
Empowering Education for Refugee Girls
and Boys in the West Bank and Gaza**

Commissioned by Right to Play Palestine

FINAL REPORT

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1 Table of Contents

Acknowledgements.....	5
Executive Summary.....	6
1 Introduction	8
2 Background to the project	8
2.1 An overview: the education situation in the West Bank and Gaza Strip	8
2.2 Project overview	9
3 Study aim and objectives	10
4 Baseline study approach	11
4.1 The study as a baseline for later evaluations.....	11
4.2 Gender lens.....	11
4.3 Contribution to SDGs	12
4.4 Child-friendly and age-appropriate tools.....	12
5 Evaluation methodology	12
5.1 Design.....	12
5.2 Location and timing	12
5.3 Sampling of intervention and control groups.....	13
5.3.1 Sampling for surveys in the intervention group	13
5.3.2 Sampling of the control group	13
5.3.3 Sampling of FGD participants and SSI respondents.....	13
5.4 Development of the analysis framework and data collection tools	13
5.5 Data collection	15
5.5.1 Quantitative data collection methods	15
5.5.2 Qualitative data collection methods.....	15
5.5.3 Changes in data collection in respect to the inception report	16
5.6 Data analysis	16
5.6.1 Quantitative data analysis strategy	16
5.6.2 Qualitative data analysis strategy	17
5.7 Limitations.....	17
5.8 Considerations	17
6 Findings and discussion.....	18
6.1 Demographic description of the sample.....	18
6.1.1 Gaza Strip intervention group sample	18
6.1.2 Gaza Strip control group sample.....	18
6.1.3 Gaza Strip qualitative sample.....	19
6.1.4 West Bank intervention group sample	19

6.1.5	West Bank qualitative sample.....	19
6.1.6	Schools Reached	19
6.1.7	Children 1-4.....	20
6.1.8	Children 5-9.....	21
6.1.9	Primary Teachers	22
6.1.10	PE Teachers	23
6.1.11	School Counsellors	24
6.1.12	Parents	25
6.1.13	Classrooms observed	25
6.1.14	Children 1-4 control group demographic (Gaza only).....	26
6.1.15	Children 5-9 control group (Gaza Only)	27
6.1.16	Primary teachers' control group (Gaza only)	27
6.2	Results and key findings.....	28
	Ultimate outcome: 1000 improved quality of education children, especially girls, enrolled in UNRWA schools in the West Bank and Gaza	28
6.2.1	Indicator 1000.1 %/total girls and boys with feelings of social connectedness	28
6.2.1.3	Social connectedness between intervention and control group (Gaza	41
6.2.2	Indicator 1000.2: %/total girls and boys that report an overall improvement in their psychosocial wellbeing (m/f).....	42
6.2.3	Indicator 1000.3 % total of classrooms and PE facilities that meet criteria for emotional safety/emotional well-being	54
	Intermediate outcomes: 1100 Increased integration of gender-responsive play-based learning (GRPBL) by primary teachers into teaching practice	75
6.2.4	Indicator 1100.1: %/total of teachers demonstrating gender-responsive play-based learning methodologies	75
6.2.5	Indicator 1100.2 %/total girls and boys who feel empowered to participate in classroom activities ...	78
6.2.6	Indicator 1100.3 %/total of girls and boys who have a “positive” perception of their teacher	79
6.2.7	Indicator 1100.4 %/total of girls and boys that exhibit context appropriate social/emotional skills	81
	Intermediate outcomes: 1200 Improved resilience of girls to respond to and overcome conflict and violence, including gender-based violence	83
6.2.8	Indicator 1200.1 %/total of counsellors demonstrating play-based learning methodologies in their psychosocial support activities for students.....	83
6.2.9	Indicator 1200.2 %/total of PE Teachers demonstrating play-based learning methodologies in their psychosocial support activities for students.....	85

6.2.10	Indicator 1200.3 % total of girls and boys who use school counselling mechanisms and GBV services	88
6.2.11	Indicator 1200.4 total of girls and boys reporting positive attitudes towards ending GBV	89
6.2.12	Indicator 1200.5 %/total of girls and boys that exhibit context appropriate social/emotional skills	90
	Intermediate outcomes: 1300 Improved response of school officials, UNRWA staff, mothers, fathers and community members to the gender-based education needs of girls and boys, and GBV	93
6.2.13	Indicator 1300.1 %/total of UNRWA staff who efficiently use existing referral mechanisms to address gender equality and monitor the safety of girls and report on GBV	93
6.2.14	Indicator 1300.2 %/total mothers, fathers, caregivers and community members responding to gender-based education needs of girls and boys	96
6.2.15	Indicator 1300.3 %/total of girls and boys who receive focused psychosocial and GBV services.....	99
6.2.16	Indicator 1300.4 % total of teachers who receive support from education supervisors to deliver gender-responsive learning	100
	Immediate outcomes 1110 Improved skills of teachers to implement gender-responsive play-based learning into teaching practice.....	101
6.2.17	Indicator 1110.2 %/total of teachers that know the strategies to include girls in educational activities	101
6.2.18	Indicator 1310.1 %/total of education supervisors with positive attitudes towards ensuring gender-responsive learning environments in schools.....	103
6.2.19	1320.1 % total of mothers, fathers and caregivers with knowledge of where psychosocial support services are provided and where and how to formally report GBV	105
6.2.20	Indicator 1320.2 % total of mothers, fathers and caregivers with positive perception of gender equality	106
6.3	Monitoring and evaluation for the MAAN project	108
6.3.1	Theory of change and assumptions monitoring	108
6.3.2	Proposed changes to the Analysis framework.....	109
7	Conclusions	109
8	Recommendations	113
9	Appendices.....	121

Acronyms and definitions

AF	Analysis framework
CI	Confidence Interval
COED	Co-education school (mixed girls and boys)
CWDs	Children with Disabilities
FG	See FGD
FGD	Focus Group Discussion
GBV	Gender-based violence
GS	Gaza Strip
KII	Key informant interview
M&E	Monitoring and evaluation
ME	Margin of error
NG	North Gaza governorate
NRC	Norwegian Refugee Council
OECD	Organisation for Economic Cooperation and Development
OPT	Occupied Palestinian Territory
PBL	Play-based learning methodology
PCBS	Palestinian Centre Bureau of Statistics
PIP	Project implementation plan
PE	Physical education
RBM	Results-Based Management
RTP	Right to Play
RCA	Reflect-connect-apply
SAF	School assessment form
SDG	Sustainable Development Goal
SEL	Social and emotional learning
SES	Social and emotional skills
SLEC-21	Student Learning in Emergency Checklist
SSI	Semi-structured interview
TOR	Terms of Reference
UNRWA	United Nations Relief and Works Agency for Palestinian Refugees in the Near East
UiT	University of Tromsø
WB	West Bank

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Executive Summary

Background

In the Gaza Strip (GS), the blockade, recurrent conflict, the deteriorating humanitarian situation and living conditions have affected 399,000 (193,000F, 206,000M) school and kindergarten (KG) age children and teachers, of whom 15,500 live with disabilities. In the West Bank (WB) including East Jerusalem, access to education is heavily compromised by continuous education-related violations including school incursions by Israeli forces and firing of tear gas and sound grenades in the vicinity of schools, student arrest and detention, protection concerns for students on their way to schools and school demolitions orders affecting 38,000 (18,000F, 20,000M) children and teachers of whom are 5,000 are children with disabilities¹. Consequently, Palestinian communities are not showing expected progress in their attitudes and gender-responsive behaviours, the change which is slowed down by the above-mentioned challenges.

This report was commissioned to examine the baseline status of the project MA'AN: Towards Gender-Responsive and Empowering Education for Refugee Girls and Boys in the West Bank and Gaza project funded by Global Affairs Canada (GAC) and implemented by Right to Play (RTP) between April 2019 and March 2024. The assignment's general objective is to establish project starting points and benchmarks/indicators for the MA'AN project's intended outcomes that form the basis for developing a strong monitoring and evaluation (M&E) framework.

Methodology

A conceptual analysis framework was developed based on a thorough desk review process and was used to guide the baseline. The baseline is highly gender-responsive and gender equality has been a major consideration when reviewing the performance measurement framework (PMF), defining the indicators and was mainstreamed throughout the baseline study. To ensure a gender perspective throughout the monitoring and evaluation framework of the study, gender dimensions have been included in the project indicators and in the tools. A participatory approach was followed with RTP. A mixed methods approach was used with quantitative tools reporting on the PMF indicators complemented by qualitative methods such as focus group discussions (FGDs) and semi-structured interviews (SSIs) with key stakeholders who will be involved in the intervention. Two sets of tools were developed for children under 10 years old and for children over 10 years old, including the NRC SLEC-21 tool. The length of the tools and formulation of questions were sensitive to gender and child friendly.

A stratified scientifically representative sample was drawn from both Gaza (GS) and West Bank (WB) targeting in total 74 schools (54 GS/20 WB), in total 719 children, 679 school staff (physical education (PE) teachers, primary teachers and counsellors) and 480 parents. In addition, a control group sample of 247 children and 109 primary teachers was taken in Gaza Strip.

Findings

The baseline findings revealed the consequences of the above-mentioned context on the psychosocial wellbeing of children in the targeted schools. Children's wellbeing for both age groups (grades 1-4 and 5-9) was found to be weak (14%) with lower wellbeing reported for children 1-4 (5%) compared to older children 5-9 (20%), with some gender differences in the older age group where males showed lower wellbeing than females. Interestingly, children from grades 1-4 are weaker in the human capacity domain like self-regulation and self-efficacy skills that include cognitive, social and emotional facets with no gender differences. These skills interact and cross-fertilize and progressively develop as children grow up and evolve, where in children from 5-9 weak social ecology and relationships with their

¹ Humanitarian needs overview 2020 - OCHA

surroundings were found and children reported weak school support (37%)². Different stressors in the lives of Palestinian children in UNRWA schools have been identified, some of which are attributable to gender roles and expectations. It was found that school staff on different levels (teachers, counsellors, principals) play a vital role in children's school experience and have the potential to reduce some of these stressors.

While assessing the students' learning environment, which is composed of three dimensions (teachers' practices, physical environment, and child participation), only 32% of classes/PE sessions are meeting criteria for emotional safety/emotional well-being. Furthermore, gender-responsive play-based teacher practices were the least observed (37%) dimensions: gaps have been identified in teachers' behavior management practices, applying play-based techniques, gender inclusion and teachers' encouragement towards children, accompanied by learning environment challenges such as lack of materials inside classes, absence of sun shades or playgrounds inside the schools for effective physical education sessions and insufficient space inside the classes for play-based learning. In addition to the contextual challenges and funding shortage, which affects the overall education system that has been still functioning in double shifts, overcrowded classes, lack of human resources like school counselors in relation to the number of schools, subject teachers who are delivering physical education in addition to their own subjects and insufficient implementation of physical education classes due to the limited resources with overall weak perception about the importance of physical education to enhance children's wellbeing.

The role of education supervisors in supporting the delivery of gender-responsive play-based methodologies (61%) inside the school is not clear and limited to focus on curriculum delivery and teachers' performance. A surprisingly high number of students reported to have visited the school's psychosocial and gender-based violence (GBV) services, which is concordant with other results indicating high awareness and priority among children and parents to turn to the school and specifically the school counsellor in case of need. Even more notably, nearly half of all children wished to visit the counsellor more often. It is therefore highly concerning that school counsellors do not exist in every school and that these positions are threatened by funding.

Parents' perception about their knowledge of gender equality is found to be high, and parents generally considered it good to learn about gender equality at school, but a minority had reservations about this matter. However, these attitudes are not necessarily reflected in practice, with teachers confirming that parents' understanding of gender equality and the use of gender-responsive techniques like applying games with gender roles that are not traditionally familiar is a source of challenge and has put them in situations where they face complaints from parents and students. This highlights the importance of targeting parents through a consistent strategy to ensure behaviour and attitude change is translated into family support for the gender-responsive play-based learning that is applied in the schools.

Conclusions and recommendations

The project's theory of change and actions are coherent and needs-based. The school is a valuable tool for intervening to effect change on the set objectives and indicators. Baseline values have been set for indicators, to be followed up on during project monitoring and later evaluations. A set of recommendations have been formulated targeting a variety of areas of project implementation including the different target groups of the project. The recommendations highlight current gaps, focus on which would add value during project implementation.

² 17% of children aged 12-17 have faced physical violence inside the schools by teachers (26% Gaza, 41% male and 10% female) and (10% in WB, 15% male and 6% female). 15% have faced verbal violence (18% Gaza, 24% male and 10% female) and (13% in WB)- Violence survey PCBS Nov. 2019 <http://www.pcbs.gov.ps/Downloads/book2480.pdf>

MA'AN Towards Gender-Responsive and Empowering Education for Refugee Girls and Boys in the West Bank and Gaza | A BASELINE STUDY

Consultancy Service	Baseline Study
Project Title	MA'AN: Towards Gender-Responsive and Empowering Education for Refugee Girls and Boys in the West Bank and Gaza
Organization	Right to Play Palestine
Donor	Global Affairs Canada

1 Introduction

Through funding from Global Affairs Canada (GAC), Right to Play implements the MA'AN: Towards Gender-Responsive and Empowering Education for Refugee Girls and Boys in the West Bank and Gaza project. At the start of the 5-year project MA'AN, planned from April 2019 to March 2024, establishing a robust baseline and a high-quality monitoring and evaluation plan with tools and appropriate targets is imperative for measuring the success of the project and potential change it brings about. As such, it provides a rigorous evaluation framework, including an analytical framework, for repeated use at mid-line and end-line evaluations. The assignment objective is to establish project starting points and benchmarks/indicators for the MA'AN project's intended outcomes that forms the basis for developing a strong monitoring and evaluation framework. The findings will inform the development of realistic and achievable targets for the project that are grounded within the local context.

2 Background to the project

2.1 An overview: the education situation in the West Bank and Gaza Strip

The Palestinian education system has been influenced by foreign powers notably the Jordanians, Egyptians and Israelis. During the 27 years of Israeli Occupation (1967-1994), Palestinian educational institutions suffered a drastic decline in quality and growth and school facilities and the number of staff did not keep pace with the dramatic growth in the student population, resulting in classrooms overcrowding and shortage of basic facilities.³ Following the Oslo Accords in 1993, responsibility for education in Palestine was transferred from the Israeli authority to the Palestinian Authority.

A report in September 2019 by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) which depends on UNICEF data explains the challenges Palestinians **in the West Bank** face in accessing education: "In the West Bank, including East Jerusalem, access to education is heavily compromised by education-related violations facing students and teachers. Children are exposed to conflict-related violence and movement restrictions, which can lead to increased school dropout rates. Access to safe education is compromised by violence and armed search operations in schools; harassment, intimidation and violence towards students and teachers on the way to and from school; severe shortage of classrooms; and demolition or stop work orders on school buildings...The Palestinian Authority (PA) continues to face severe financial constraints, affecting Palestinians, due to the weakening economy which has the potential to exacerbate the humanitarian situation throughout the West Bank. The agreement concluded in late August, for the PA to receive US\$ 568 million from Israel reimbursed from excise taxes on fuel, is only expected to bring temporary relief. Due to the financial crisis, the PA's ability to continue providing basic health, education, and welfare services beyond the fourth quarter of 2019 remains at risk and serious concerns endure over upholding governance functions unless a solution to the crisis is found."⁴

³ Abu-Duhou, I. (1996). Schools in Palestine under the occupation and the Palestinian National Authority. Education. Vol 3, No .1.

⁴ "State of Palestine: Humanitarian Situation Report, July - September 2019" <https://m.reliefweb.int/report/3366188>. Retrieved on 21/05/2020.

A report issued in April 2018 by OCHA captures most of the strong negative impact of the political context and developments on the educational system and process **in the Gaza Strip**: “Recurrent conflict and the ensuing damage and destruction of educational facilities have disrupted services and impacted the psychosocial wellbeing of children and teachers. The educational system in Gaza is also affected negatively by 11 years of blockade and the continuing failure to effect real intra-Palestinian reconciliation, despite the agreement signed under Egyptian auspices in October 2017. Over 450,000 basic, secondary and kindergarten (KG) students and teachers are identified as ‘people in need’ in the 2018 Humanitarian Response Plan (HRP). Some 50 per cent of students (aged 5-17 years) do not achieve their full educational potential, meaning that the psychological impact of hostilities has led to a deterioration in learning outcomes, and difficulties in reading and writing.”⁵

The OCHA report maintains that Gazan schools are chronically overcrowded: “70 per cent of UNRWA schools and 63 per cent of schools run by the Ministry of Education operate on a double shift system. This reduces instructional hours on core subjects and foundation learning. It also results in student difficulties in focusing on their studies and heightened levels of violence in schools.”

The chronic electricity deficit in GS, threats posed by cuts to UNRWA funding since 2018 and the impact of armed conflict and violence on UNRWA schools and education services, including damages on buildings, all affect and threaten educational circumstances and outcomes.

The difficult circumstances may explain in part the high dropout rate in Gazan schools: while “almost all Palestinian children, between the ages of six and nine, are in school, but by age 15, nearly 25 per cent of boys and 7 per cent of girls have dropped out.” The main reasons for dropout include “low quality education, that is also often seen as not relevant to their lives, physical and emotional violence in schools, including from teachers and peers, and armed conflict... [for example] In the Gaza Strip, classes are overcrowded.”⁶

2.2 Project overview

MA'AN works towards improved, safe, supportive and gender-responsive education for girls and boys in grades 1-9 enrolled in every United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA) school in West Bank (95 schools) and Gaza (275 schools).

This will be achieved by

- i) integrating gender-responsive play-based learning into teaching practice by primary teachers;
- ii) equipping girls and boys to respond to and overcome conflict and violence (including gender-based violence) by building the capacity of school counsellors and physical education teachers to deliver gender-responsive play-based psychosocial support activities; and
- iii) improving the response of school officials, UNRWA staff, mothers, fathers, caregivers and community members to address the gender-based education needs of girls and boys. Collectively, these efforts will create safe and supportive learning environments and more equal and inclusive learning opportunities for Palestinian refugee girls and boys.

⁵ The United Nations Office for the Coordination of Humanitarian Affairs (OCHA). The Monthly Humanitarian Bulletin. April 2018. “Education Undermined by Deteriorating Humanitarian Situation in Gaza.” <https://www.ochaopt.org/content/education-undermined-deteriorating-humanitarian-situation-gaza>. Retrieved on 02/04/2020.

⁶ UNICEF. July 2018. Press Release. “Nearly 25 per cent of Boys Aged 15 out of School in the State of Palestine” <https://www.unicef.org/mena/press-releases/nearly-25-cent-boys-aged-15-out-school-state-palestine>. Retrieved on 02/04/2020.

The below diagram summarises the project objectives and figures:

Ultimate OUTCOME	Improved quality of education children, especially girls, enrolled in UNRWA schools in West Bank and Gaza
Intermediate OUTCOMES	• 1100 Increased integration of gender-responsive play-based learning by primary teachers into teaching practice • 1200 Improved resilience of girls to respond to and overcome conflict and violence, including gender-based violence • 1300 Improved response of school officials, UNRWA staff, mothers, fathers, caregivers and community members to gender-based education needs of girls and boys, and GBV
Target Geographies	West Bank and Gaza
Target Beneficiaries	Primary Schools: 275 in Gaza (117 boys' schools, 69 girls' schools, and 89 co-ed schools) and 95 in the West Bank (41 boys' schools, 30 girls' schools, and 24 co-ed schools) Children: In total, 123,752 children (52% F) will be reached by primary teachers (grades 1-4, 50,748 children aged 6-9), school counsellors (16,320 children aged 10-13) and physical education teachers (grades 5-9, 56,684 children aged 10-13) across both the West Bank (43,302) and Gaza (80,450). Teachers: 1,325 (860 F) primary teachers (800 in Gaza and 525 in West Bank), 370 (115 F) PE teachers (275 in Gaza and 95 in West Bank) School counsellors: 136 (81 F) (64 in Gaza and 72 in West Bank)
Full Project Timeline	March, 2019 – 2024

3 Study aim and objectives

The objective of this initial baseline assignment was to establish project starting points and benchmarks/indicators that will form the basis for developing a strong monitoring and evaluation framework. This will lay a critical foundation for measuring change, understanding the project's contribution to achieving this change, and drawing lessons for future direction and project development. This baseline study hence establishes the foundation and framework for later mid-line and final evaluations assessing the MA'AN Project's relevance, impact, effectiveness, efficiency, and sustainability.

The baseline study of the MA'AN Project entailed the following elements:

- Conducting a comprehensive review of existing MA'AN project, monitoring, and evaluation documents, including the performance measurement framework and inherent theory of change and measurement tools. Adjustments were proposed to strengthen the measurement framework so as to assure conceptual validity from the baseline that will feed into the regular monitoring exercises until the final evaluation
- Designing and conducting a baseline study in collaboration with Right To Play staff while developing the overall approach and methodology
- Designing a data collection methodology and tools to be used during baseline study and for further M&E use throughout this project.
- Providing recommendations and plans for integration of data collection tools and/or other required data sets necessary for the project M&E and final evaluation

- Producing a comprehensive report based on the baseline data establishing baseline values and accurate current status in line with the expected project impact and outcome indicators

4 Baseline study approach

4.1 The study as a baseline for later evaluations

This baseline study is conducted in the context of a 5-year project as the baseline assessment to establish targets and initial values. The baseline tools and framework will guide the monitoring and evaluation throughout the project life cycle. Hence, the baseline provides data and tools that are situated in the context of the entire project and that later evaluations will draw upon.

The conceptual framework developed and used at baseline is consistent with Results-Based Management (RBM) and will guide the baseline, mid-term and end-term evaluations. It is aligned from the start with the OECD DAC criteria of relevance, efficiency, effectiveness, sustainability, and impact⁷. Across the mid-term and final evaluation of the project, evaluation sub-questions to be addressed will cover these criteria. While each evaluation period will have their own analytical objectives (to be defined prior to each stage), the baseline provides a sample framework of key research and evaluation questions that must be answered in a holistic manner.

To ensure and enhance the alignment of the MA'AN project with the OECD DAC criteria of relevance, efficiency, effectiveness, sustainability and impact, the baseline study has:

- Verified the Theory of Change – including overall and components i.e. whether activities are likely to work, suggestions regarding project delivery and highlighting areas of need, and testing project assumptions.
- Identified potential gaps, needs and challenges that may require attention, so that project resources are geared to achieve highest possible impact; this includes assessing the buy-in of school staff and the extent of knowledge and practice of issues addressed by the project.
- Identified the current state of affairs regarding available services and performance on key project indicators

The matrix containing detailed research questions and sub-questions are in Appendix 3.

Furthermore, the research instruments developed at baseline will be used for ongoing monitoring and evaluation across the lifetime of the project (notably the Classroom Observation Form and other observation tools).

4.2 Gender lens

The nature of the baseline is highly gender-responsive, and the team includes a gender expert to ensure this. Gender equality has been a major consideration when reviewing the PMF, defining the indicators and was mainstreamed throughout the baseline study. In order to ensure a gender perspective throughout the monitoring and evaluation framework of the study, gender dimensions have been included in the project indicators as well as in the tools. In terms of the baseline study, the tools measure current perceptions of various stakeholder groups on gender equality and GBV and related services, allowing to test important assumptions and follow the evolution of these markers throughout the project life cycle. Each indicator has been broken down per male and female and where necessary, differences have been addressed. Testing of statistical significance in indicator performance between genders has been done on Palestine level.

⁷ (OECD added a new criterion of coherence in its updated December 2019 guidance, and this was not included in the baseline study because this addition happened after the study's methodology was established. However, it could be included as part of a mid-line and end-line evaluation)

4.3 Contribution to SDGs

The project aims to contribute to the Sustainable Development Goals (SDGs), and this baseline likewise was conducted in line with contributing to the following SDGs:

- **SDG 4** Ensure inclusive and quality education for all and promote lifelong learning (outline 4.a; 4.5; 4.7)
- **SDG 3** Ensure healthy lives and promote well-being for all at all ages (outline 3.4)
- **SDG 5** Achieve Gender Equality and Empower all Women and Girls (outline 5.1; 5.2; 5.3)

4.4 Child-friendly and age-appropriate tools

The study adapted different tools that are appropriate for the various age groups targeted by MA'AN. Hence, two sets of tools were developed for children under 10 years old and for above 10 years old through self-reporting. The length of the tools as well as formulation of questions in both quantitative and qualitative tools were sensitive to both gender and child friendly. The tools used on children have largely been used and tested before for other projects, ensuring their child-friendly nature.

5 Evaluation methodology

The study employed practical and mixed methods to collect and analyse data to establish the baseline. The consultancy team used a closely collaborative and participatory approach with RTP whereby the consultancy team engaged in frequent communication with RTP management and staff during the inception phase, data collection, de-briefing and reporting. The consultancy team discussed and refined the methodology in close coordination with RTP staff in the inception phase and during implementation.

5.1 Design

The study follows a strong quasi-experimental design with intervention and control groups at baseline, with repeats planned at mid-line and end line. This design will allow for greater confidence in attribution of the results to the intervention, along with a consideration of confounding factors at both baseline, mid-line and end line. This study provides the baseline values for an intervention study; at this point the study is considered observational due to the researchers not assigning the exposure (the project)⁸. Hence, in the framework of this assignment, the data produced gives a cross-sectional estimate of the differences between the intervention and control groups.

The purpose of the control group in this study is to compare the baseline values with the intervention group to establish a point of comparison for later measurements. Because the control group has been selected to be a comparison group for the project's achievements over time and the comparison is done before the exposure (the project), we expect the baseline values to be the same between intervention and control groups. The assumption and main focus of the analysis at this baseline stage is that intervention and control group values are the same and any differences are discussed and attempt to be accounted for.

At later evaluations (mid-line, end-line) these baseline values will be used to compare progress in both intervention and control groups to establish attribution of any achievements to the project. Whether the two groups had the same or different values at baseline will affect the analysis at that time.

5.2 Location and timing

The study took place in UNRWA schools in West Bank and Gaza, Palestine. The assignment lasted from August 2019 until May 2020, with data collection taking place over February and March 2020.

⁸ The analysis was done to the differences that consultancy team observe between intervention and control without having assigned an exposure to one of them at this point. This will change at later stages after the project (=exposure) takes place and the data is treated as from an intervention study.

5.3 Sampling of intervention and control groups

5.3.1 Sampling for surveys in the intervention group

The survey samples were taken in two stages by cluster. Cluster units are schools stratified by Gaza and West Bank. Within the schools, stratified random sampling was used to ensure a gender balanced sample.

The population from which the samples have been drawn is described in the general Palestine findings (section 6.1) and relevant sections per location. The total number of people to be surveyed for the intervention group is 963 in the West Bank and 989 in the Gaza Strip, and 356 for the control group in the Gaza Strip.

Statistically representative stratified samples of the following surveyed groups were taken: children, teachers, school counsellors and parents. Stratification has been done on the level of Gaza and West Bank, with 95% confidence interval and 5% marginal error (children, counsellors) and 6% (teachers, parents) which allows conclusions to be drawn on the level of West Bank, Gaza and Palestine.

5.3.2 Sampling of the control group

An internal control group was used as a counterfactual. Using a control group at baseline strengthens measurement of the project's impact at later stages, allowing for greater confidence in attributing achievements to the project. The selection of the control group is based on the program's design. MA'AN is rolled out on an incremental approach where target groups are reached in new sets every year. This approach allows the research team to take a sample of the last (4th) year's target group population as the control group sample. The control group will consist of primary teachers and children reached by primary teachers because these groups will partly not yet have been reached until the 4th year so they can be compared with those who will already have received the intervention.

Table 2 in the findings section shows the proportion of beneficiary group by geographical location and gender. The Table shows a statistically representative sample for all of groups by using the *Steve Thompson equation*. This equation represents geographic level (Gaza Strip and West Bank) and gender, with 95% confidence interval and 5% margin of error as with the intervention group.

5.3.3 Sampling of FGD participants and SSI respondents

Participants for the qualitative data collection were sampled purposively to saturation. Both SSI and FGDs aimed to cover a representative number of respondents in terms of geographical area, gender and type of school.

5.4 Development of the analysis framework and data collection tools

In light of the objectives of the study, a desk review was carried out consisting of a thorough examination of key project documents including the Performance management framework (PMF), the Project implementation plan (PIP), documents explaining the methodologies used in the project including RTP's play-based learning methodology, approaches to key project concepts, the theory of change, and previous and new tools. The desk review included existing literature on main topic areas with a focus on gender in the Palestine social context. Reviewed documents have been used to create the analysis framework including indicator definitions, to develop tools and refine the methodology. The desk review was mainly guided by the following key documents:

- Project implementation plan
- RTP program manual
- PSS Psychosocial Wellbeing Trainer Manual
- Background Document on Measuring PSS Wellbeing with Validated Tools
- Guidebook for classroom and coach observations 2019
- International Social & Emotional Learning Assessment (ISELA)
- Other project documents, previous and suggested tools, RTP policies and guidelines
- UNWRA's policy documents (Education, Gender, etc)

Additional resources with great value to the assignment were also reviewed, mainly Guidance on Measuring Children's Psychosocial Well-being (MEAL 4 KIDs) by CRS and NRC/University of Tromsø (UiT) Student Learning in Emergency Checklist (SLEC- 21) tools which provided supporting information on how to measure wellbeing and life skills.

An analysis framework (AF) was developed based on a thorough desk review and discussions with RTP. This study was guided by the analytic framework in Appendix 1 which illustrates the PMF in detail with regard to how each indicator is defined, what tool is used, how the data is collected, the key questions addressing the indicator and how it is analysed and calculated.

Some of the tools were provided and/or suggested by RTP, so as to assure alignment with RTP's measurement framework (Observation forms; Pre/Post-tests). These were reviewed against the proposed indicator definitions and dimensions that RTP wishes to enhance through the project; they were also reviewed for their relevance to the project. In addition, new tools (surveys for children, teachers, parents, counsellors; school assessment form, qualitative tools) were developed to encompass all indicators. Each tool and what it measures is explained in detail in the analysis framework (AF) in Appendix 1. This section explains the general process followed in developing the tools.

Overall, documents and tools provided by RTP were found to be strong and already adapted to the Palestinian context through previous use. The following points were noted and considered when developing the tools:

- While gender equality is an important element of the project, it needs to be more strongly reflected in the indicators and/or the tools to measure changes in gender equality over the years. Presently gender is mostly reflected in indicators regarding GBV, language and disaggregation of indicators by boys and girls. Elements were integrated into the tools which allow measuring changes in behaviours towards a gender-responsive environment e.g. perception of gender equality over the project period.
- The load on children to complete surveys on both ultimate outcome and intermediate outcome levels was considered and hence one survey is proposed for each age group to cover both outcome levels. An additional very short survey was introduced to both age groups to cover some additional indicators at intermediate outcome levels.
- Social connectedness was considered very close in definition to psychosocial well-being⁹. Hence, rather than introducing a new tool and taking into consideration alleviating the burden of data collection on children, elements from data collected with the tool for indicator 1000.2 were proposed to also cover indicator 1000.1 (see Appendix 1).
- The measurement of play-based learning according to the classroom observation form (COF) guidebook by RTP were expanded to other dimensions which in the guidebook are used to cover also the positive learning environment.
- some indicators could be made more sensitive to change, so we suggest some tools for observation to be complemented with self-reporting (surveys) to be able to detect potentially more of a difference. Given the bias these sorts of tools introduce; they would be used as complementary to the observation in addition to the qualitative tools.
- Elements from some additional tools eg the NRC/ University of Tromsø (UiT) Student Learning in Emergency Checklist (SLEC- 21) wellbeing research tools were encompassed to complement the existing tools, taking into consideration the advantage of them being already tested and implemented within the UNRWA system and proved to be functioning well.
- To allow for assumptions' monitoring and trace the pathways leading to change, assumptions presented in the theory of change have been incorporated into the tools (assumptions in Appendix 3).
- All indicators' definitions were screened and validated by both child protection specialist and GBV specialist to ensure proper reflection of child-centred methodologies and gender sensitive dimensions.

⁹ Social connectedness among adolescents has been linked to a host of youth outcomes including reduced problem behaviors, and better mental health outcomes (Abubakar et al., 2014; Crespo, Kielikowski, Jose, & Pryor, 2010; Jose & Lim, 2014)

5.5 Data collection

All qualitative and quantitative tools are summarised in Table 1 in Appendix 2: Stakeholders and data collection methods for the MA'AN baseline.

5.5.1 Quantitative data collection methods

The following quantitative data collection tools were employed:

- 1- Classroom observation form
- 2- Students' wellbeing¹⁰ survey grades 1-4
- 3- Students' survey grades 5-9 (NRC/University of Tromso (UiT) Student Learning in Emergency Checklist (SLEC-21) wellbeing research tool+ additional questions)
- 4- Teachers' survey (illustrating key knowledge, skills and capacities to deliver improved, safe, supportive and gender-responsive education for girls and boys)
- 5- Counsellors' survey (illustrating key knowledge, skills and capacities to deliver gender-responsive play-based psychosocial support activities)
- 6- PE teachers' survey (to deliver gender-responsive play-based psychosocial support activities)
- 7- Parents' survey
- 8- PE teacher's observation form (mainly mid-line and end-line)
- 9- School assessment form, which includes a school officials survey component screening the whole school capacity in PBL methodologies and gender-responsive environment.

Additionally, the following tools were developed/adapted for use mid-line and end-line and during continuous monitoring, but not employed in this study:

- 1- Counsellor's observation form (for use at mid-line and end-line)
- 2- Pre/Post GR-COTT training surveys

5.5.2 Qualitative data collection methods

The study will also employ qualitative research techniques, particularly conducting 15 Semi-structured-interviews (SSI), and 18 Focus-Group-discussions (FGDs): 8 in WB and 10 in GS. The sample characteristics are described in section 6.1.

Focus groups were conducted with students (12-15 years old) since the ultimate target groups of the MA'AN project are girls and boys in grades 1-9 (aged 6-15 years). Asking children, particularly the older age group (12-15 years old), for their input grants us important data on their situation and perspectives that we could not access indirectly through other stakeholders. It also communicates to children that their thoughts and feelings about their school and communities supporting them are valued. Conducting FGDs with children have increased among researchers especially in the last decade.

However, conducting FGDs with children is also challenging. To provide comfort and reduce anxiety, all pupils' focus group sessions have been completed within the school, either within a familiar classroom or in the school library.

The discussion guidelines of the FGDs and the interviews reflected the themes and questions of the evaluation and complemented quantitative data. A participatory approach was employed in these focus groups encouraging participants to freely share their experiences and opinions.

¹⁰ Replacing ISELA upon UNRWA request during their revision

5.5.3 Changes in data collection in respect to the inception report

The following tools were not included in this assignment:

Tool	Justification
Counsellor observation	No information regarding counsellor group sessions was available
UNRWA Records Review	No records available - information collected through School assessment form
School Records Review	No records available - information collected through School assessment form
ISELA tool	The tool was replaced with a customised wellbeing survey for grades 1-4
GR-COTT	The form was developed by RTP team and the consultants gave feedback on it, however, the trainings did not take place before the baseline exercise. The specific information will be captured and used for mid-line and end-line evaluations.

As stated in the Inception report, counsellor and PE observations did not constitute significant components of the baseline assessment due to uncertainty to be able to obtain solid PE and counsellor observation data in the baseline. Random observations for a non-scientific sample of PE teachers were done at the baseline stage to provide a way forward for monitoring PE and counsellors' sessions throughout the project as part of ongoing M&E and mid-line and end-line. Counsellors observations were not secured.

5.6 Data analysis

The purpose of the qualitative and quantitative analysis is to establish a robust baseline and M&E framework for the MA'AN project, including targets for indicators. The analysis resulted in this report which accurately describes the current status of the beneficiary groups and control groups and provides the baseline values for the immediate outcome, intermediate outcome and ultimate outcome indicators. Based on the results, recommendations were made regarding the theory of change, the PMF, the measurement tools and the M&E framework for MA'AN. Technical recommendations were also be made about the project itself, such as suggested strategic focus or points for attention.

5.6.1 Quantitative data analysis strategy

Descriptive statistics were generated to report on the sample's demographics. All quantitative data are disaggregated by gender of respondent, type of school (elementary & preparatory), gender of school (male, female and COED), grade and ages, location (Gaza-West Bank), where relevant.

The data collected at baseline is rendered for further statistical analysis at later stage of the project when differences in the intervention and control groups will be measured before and after the intervention. Statistical analysis in this study on one hand examined and tested different correlations between variables in the PMF. On the other hand, this study analysed differences in the baseline values of the intervention and control group.

Correlation analysis was carried out to test for significant relationships between the factors such as emotional and social skills among children and the level of teachers' skills and practices of PBL methodologies within classrooms and inside the school, parents' knowledge and practices as well as the support capacity of the education officials like education supervisors.

Classroom Observation and PE Teacher observations as quantitative tools were used to measure the level of application of gender-responsive and play-based techniques by teachers/PE teachers through a Likert scale. The hypothesis is that there is a significant relationship between teachers' gender-responsive and play based techniques and skills and children's social connectedness and wellbeing improvement. Correlation analysis and Spearman's test were used to carry out these analyses and to test for significant differences across the intervention and control groups.

When assessing significant differences between the intervention and control groups, factors such as gender, age (grade) and location were controlled for, although the distribution of these characteristics is expected to be similar across the groups. The z-test, chi square and binomial test were used for significance testing within a sample and between independent samples.

SPSS v20-v22 and Excel were used to carry out these analyses.

5.6.2 Qualitative data analysis strategy

Experienced Research Assistants (RAs) transcribed the recorded FGs and interviews into a written text document which were analysed systematically and consistently by indicators and target groups. Typical answers that represented live discussions and opinions were identified and included in the report.

5.7 Limitations

- Miscommunication with some schools during data collection: one of the principals wasn't aware of the study and treated the field team with disrespect, leading to withdrawal of the team from the field. The school was removed from the sample which slightly affected reaching the planned sample of schools, so instead of reaching 55 schools the sample reached was 54. The consultants were in close communication with the RTP team who was immediately informed of the situation.
- UNRWA delays in revising the data collection tools which were submitted by the consultants on the 18th of November and permission to start data collection was received on the 16th of January, making the process of revision 2 months. Four additional days were delayed due to UNRWA's request to replace ISELA with another tool to measure the wellbeing of children from grades 1-4.
- COVID 19 restrictions in Gaza Strip came into effect on the 7th of March 2020 and closure of UNRWA schools started from that date. The data collection of the PE teachers' surveys was still in process according to the field plan so in coordination with RTP and UNRWA data collection for this group was completed using online surveys with kobo on 12th of April 2020.
- Parents' involvement and response to the data collection: invitations to participate in this study were sent to parents through school principals and but response was suboptimal, causing a deviation of 30% from the original sample, achieving 182 (marginal error 7%) out of 266 planned (marginal error 6%). FGDs with parents provided the study further elaboration on the findings.
- Only UNRWA schools were targeted, not private or governmental schools, and results should be interpreted in this light.
- The choice of control group was limited due to the project's phased targeting of schools. The control group couldn't be randomly selected and wasn't representative in certain characteristics (gender, geographical area).

5.8 Considerations

The following factors were considered at various stages of the study from design to implementation and analysis:

Child safeguarding: Child safeguarding was considered in the gender balance of data collectors, in the set up and monitoring of the data collection process. Spacious places to fill in the surveys were preferred where children are not be left one on one with an adult during data collection, while sufficient space can be assured for privacy of the child. Data collectors' training included a component on child safeguarding conveyed by RTP.

Disability: The effect of disabilities among children was considered and included in the analysis.

Cultural considerations: The methodology, tools and final products were developed considering appropriateness for the cultural context in Gaza and the West Bank.

6 Findings and discussion

6.1 Demographic description of the sample

This section describes the sample characteristics. Overall numbers on the national level are presented, and then broken down into greater detail by location – West Bank (WB) and Gaza Strip (GS). The following numbers were achieved in the quantitative sample for the baseline study for the whole of Palestine:

Target group	Population	By location/gender		total #
Schools	(275 GS/ 95 WB)	74 (54 GS/ 20 WB) 23 M, 26 FM, 25 Coed		74
Primary teachers	1325	373 Reached GS 195 (167 FM, 28 M) WB 178 (116 FM, 62 M)		373
PE teachers	370	189 reached GS 124 (81 FM, 43 M) WB 65 (38 FM, 27 M)		189
School counsellors	136	117 reached GS 51 (28 FM, 23 M) WB 66 (38FM, 28 M)		117
Children	123,752	wellbeing	grade (1-4) 308 GS 152 (76 FM, 76 M) WB 156 (81 FM, 75 M)	719
			grade (5-9) 407 GS 232 (126 FM, 106 M) WB 175 (91 FM, 84 M)	
		children survey	grade (1-4) 312 GS 151 (76 FM, 75 M) WB 161 (86 FM, 75 M)	
			grade (5-9) 407 GS 232 (126 FM, 106 M) WB 175 (91 FM, 84 M)	
Parents	61,876 ¹¹	480 GS 182 (117FM, 65 M) WB 298 (161 FM, 137 M)		480

Table (2) Total sample achieved in Palestine

6.1.1 Gaza Strip intervention group sample

Table (3) in the list of tables in Appendix 2 shows the actual intervention group sample reached during the data collection phase for quantitative tools in Gaza Strip compared to the planned sample.

6.1.2 Gaza Strip control group sample

Table (4) in the list of tables in Appendix 2 shows the actual control group sample reached during the data collection phase for quantitative tools in Gaza Strip compared to the planned sample.

¹¹ Since the same parents could have more than one child the total # of children was divided by two as an estimation of the # of parents

6.1.3 Gaza Strip qualitative sample

Table (5) in the list of tables in Appendix 2 shows the actual qualitative sample reached during the data collection phase compared to the planned sample.

6.1.4 West Bank intervention group sample

Table (6) in the list of tables in Appendix 2 shows the actual intervention group sample reached during the data collection phase for quantitative tools in West Bank compared to the planned sample.

6.1.5 West Bank qualitative sample

Table (7) in the list of tables in Appendix 2 shows the actual qualitative sample reached during the data collection phase compared to the planned sample.

6.1.6 Schools Reached¹²

74 schools were reached all over Palestine. Their characteristics and division into co-education (girls and boys) and girls' and boys' schools is as follows:



Graph 1: Sample schools per school gender

Snapshot on schools' statistics	Avg. GS	Avg. WB
Average number of students per school	1004	488
Average number of boys	510	149
Average number of girls	494	397
Average number of hardship case students ¹³	277	26
Average number of orphan students	24	26
Average number of students with special needs	31	48
Average number of students affected by GMR	1	N/A
Average number of teachers	30	20
Average number of classes ¹⁴	27	15
Average number of labs	2	2
Average number of libraries	0.96	0.85

Table (8)

As shown in the Table above, the average number of hardship case students per school in GS is 277 students compared

¹² The geographical distribution of schools is the same as the geographical distribution of remaining sample.

¹³ Children who belong to families in economic distress with no healthy male adult between the ages of nineteen and sixty, and the total family income can not exceed two-thirds of a grade one step one of local UNRWA salary, i.e., lowest paid UNRWA area staff member with the same number of dependents, they also need to fit within one of the eight categories of eligibility criteria. The majority of HSC families assisted fall within three categories: the elderly (A category), female-headed households (W category) and those unable to work due to chronic illness or disability (M category)- A SOCIO-ECONOMIC ANALYSIS OF SPECIAL HARDSHIP CASE FAMILIES IN THE FIVE FIELDS OF UNRWA OPERATIONS

¹⁴ According to the OECD Education GPD the student to teacher ratio is 33 students per teacher. There is no consensus on what the best ratio of students to teachers should be at different students' ages, but there is wide agreement that younger children need more time and interaction with teachers for quality education, supporting a lower ratio of students per teacher in early education.
<https://gpseducation.oecd.org/revieweducationpolicies/#!node=41720&filter=Primary>

to 26 students in WB which is quite significant when compared with total average number of students in each school in GS. Most of the teachers are holders of a BA degree (92%), while the remaining either hold a Diploma or Higher diploma/Master (7%), and very few are holders of PHD degrees (0.9%). In WB the majority of teachers in the targeted schools are holders of BA degrees (85%), 14% are either holders of Diploma or High Diploma/Master's degrees, and very few are holders of PhD degrees (0.5%). Only two female schools received assistance from Qatar charity in GS and in WB likewise two NGOs were reported to be working inside schools: Pioneers Foundation and Roles for Social Change Association-ADWAR.

6.1.7 Children 1-4

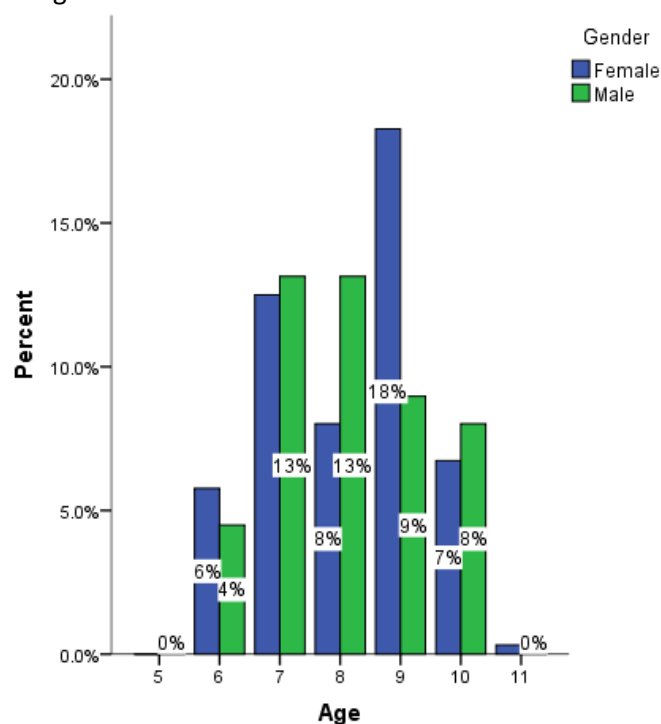
A total of 312 students (151 GS, 161 WB) from grades 1-4 were reached all over Palestine's intervention group sample including female and male children from different grades and ages:



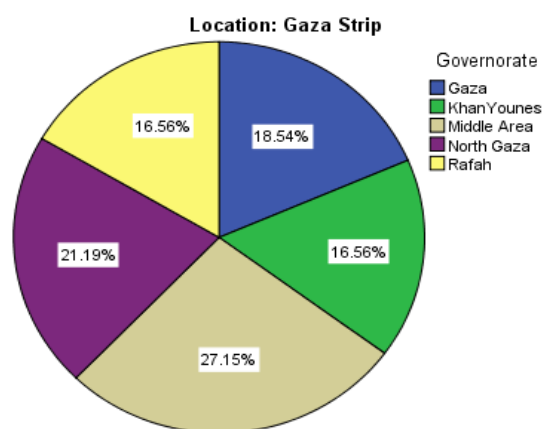
Graph (2)

As shown in graphs 2 and 3, the consultancy team aimed at achieving equal distribution of male and female students in the sample.

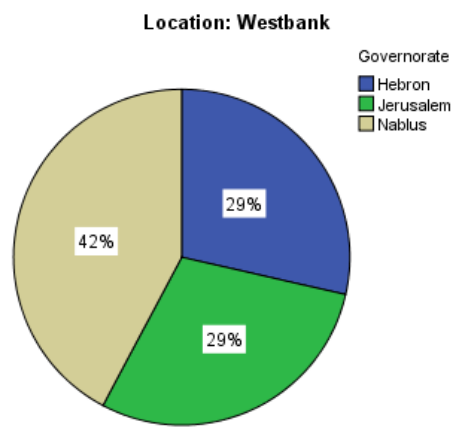
In addition, as shown in the Graph 3, an almost equal distribution was achieved in targeting children of different ages between 6-10 years old. Only one case was considered over-aged for grades 1-4. Graphs 4 and 5 show the distribution of students per governorates.



Graph (3)



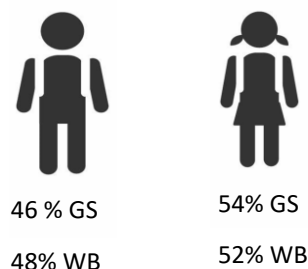
Graph (4)



Graph (5)

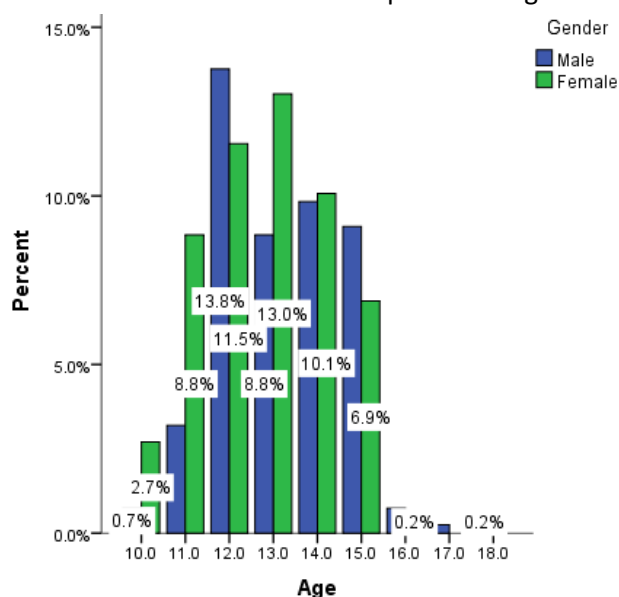
6.1.8 Children 5-9

In total 407 students (232 GS, 175 WB) from grades 5-9 were reached for the intervention sample including female and male children from different grades and ages:

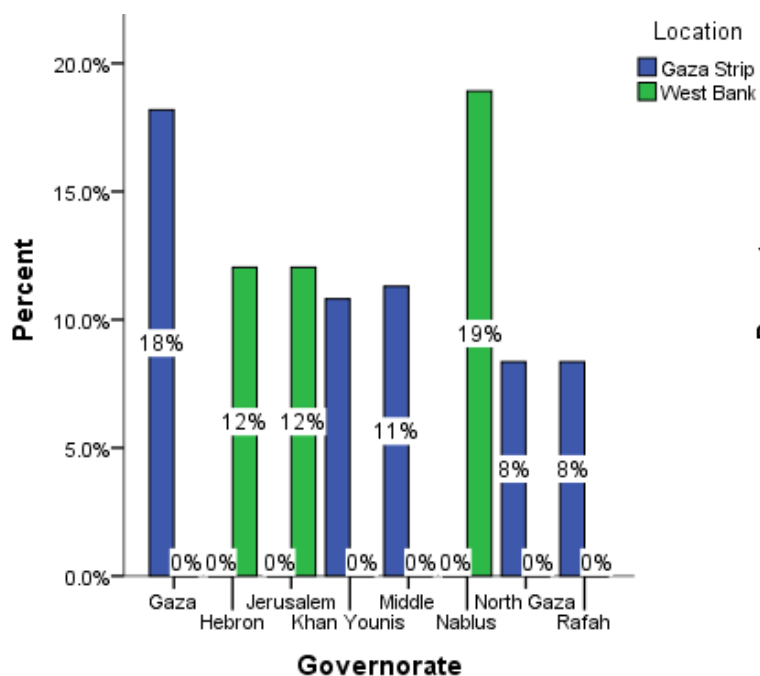


Graph (6)

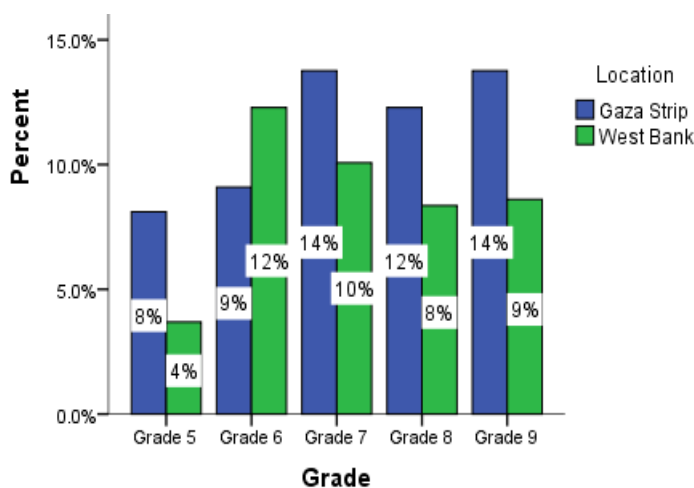
An almost equal distribution of boys and girls was achieved among children from grades 5-9. Different ages were similarly equally distributed along the age continuum.



Graph (7)



Graph (8)



Graph (9)

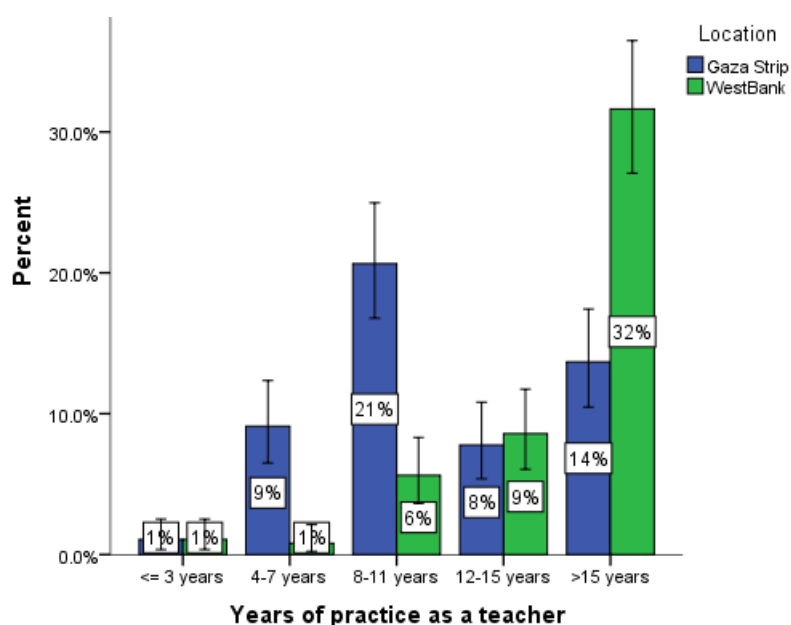
6.1.9 Primary Teachers

373 primary teachers (195 GS, 178 WB) were reached from the schools. Aiming to achieve equal distribution in gender, the actual gender disaggregation is as follows:¹⁵

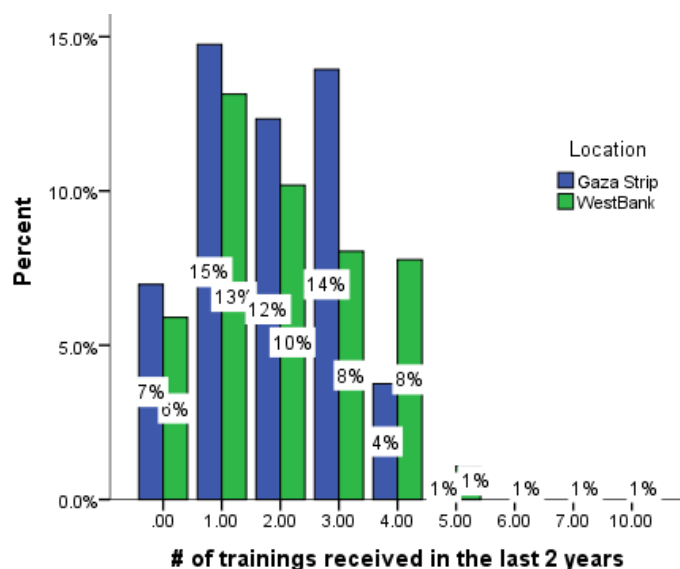


Graph (10)

In UNRWA schools' primary teachers usually teach more than one subject and more than one grade, except for English teachers and Maths who teach mainly their subject only and more than one grade.



Graph (11)



Graph (12)

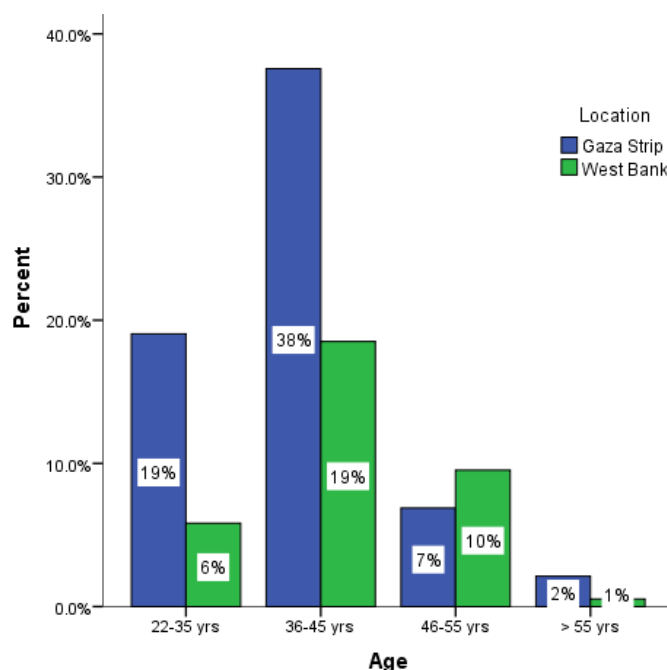
¹⁵ Although the sample design considered equal distribution of male and female teachers it was observed that female teachers constitute the majority of staff in the COED and girls' schools compared to male teachers.

6.1.10 PE Teachers

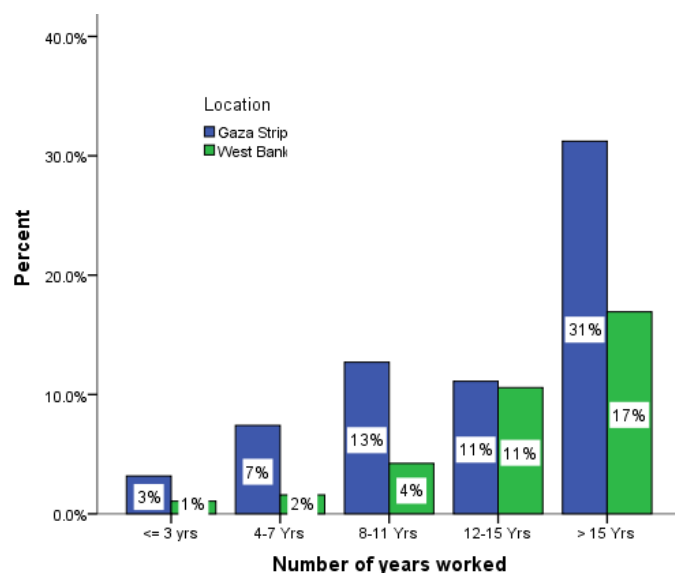
189 PE teachers¹⁶ (124 GS, 65 WB) were reached with the following male and female disaggregation¹⁷:



Graph (13)



Graph (14)



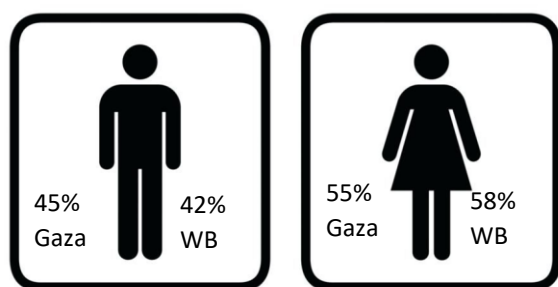
Graph (15)

¹⁶ Due to the limited staffing and resources in UNRWA there is no specialized physical education teacher in some schools, therefore PE teachers reached are not specialized in physical education and they are teaching other subjects in addition to the PE.

¹⁷ Although the sample design aimed at equal distribution of male and female teachers it was observed that female teachers constitute the majority of staff in the COED and girls' schools.

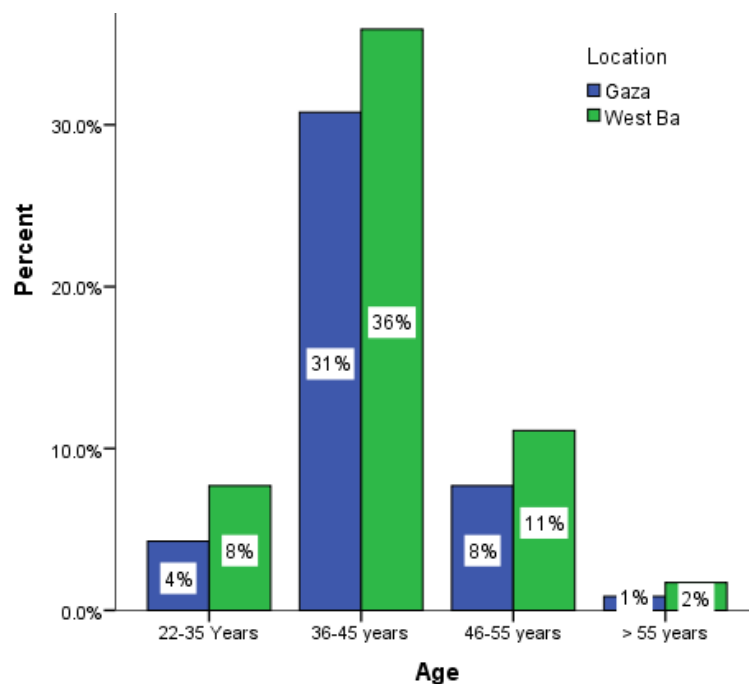
6.1.11 School Counsellors

In total 117 (51 GS, 66 WB) school counsellors were targeted in the assignment. The following graphs describes the achieved sample:



Graph (16)

School counsellors mainly support the different grades within the schools they are serving so each counsellor serves all students inside the school.

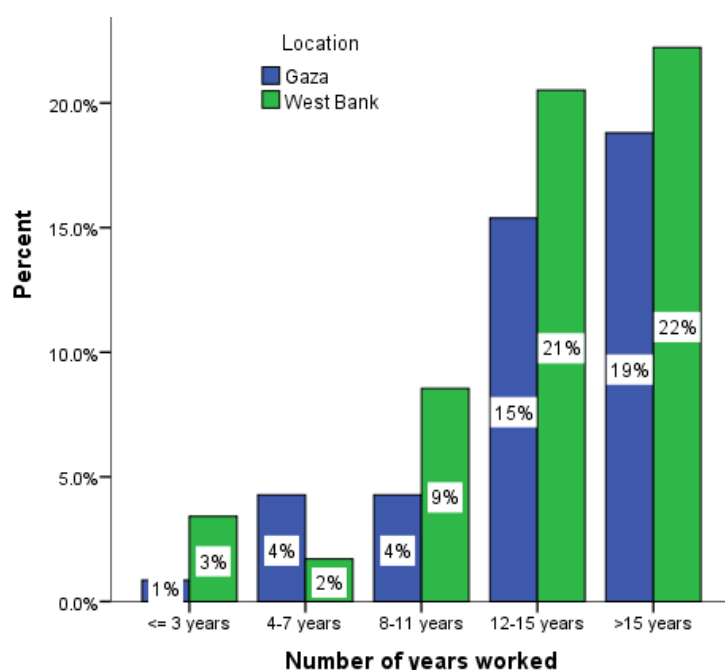


Graph (17)

In GS, the majority of the schools' counsellors (82%) are BA degree holders, 14% are master's degree holders and the remaining 4% are PhD holders.

The average years of experience for the counsellors is 14.5 years, while 78% of counsellors have more than 12 years of experience in education.

In WB, the majority of the schools' counsellors (64%) are BA degree holders, 33% are master's degree holders and the remaining 3% are PhD Degree holders. Thus, more than one third of school counsellors in the West Bank sample (36 %) have a degree that is higher than BA, a percentage that is relatively high.



Graph (18)

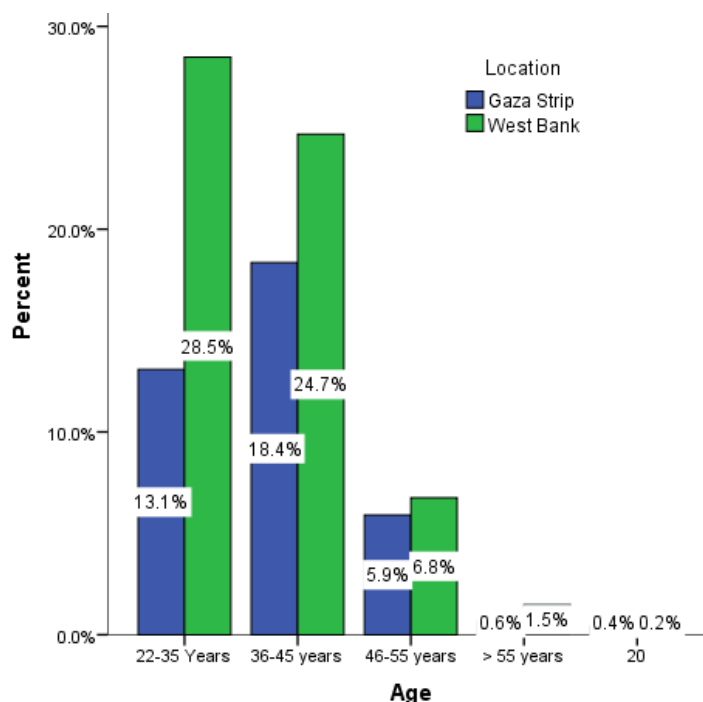
6.1.12 Parents

480 (182 WB, 298 WB) parents were surveyed. The following graphs and tables describe the sample:¹⁸



Graph (19)

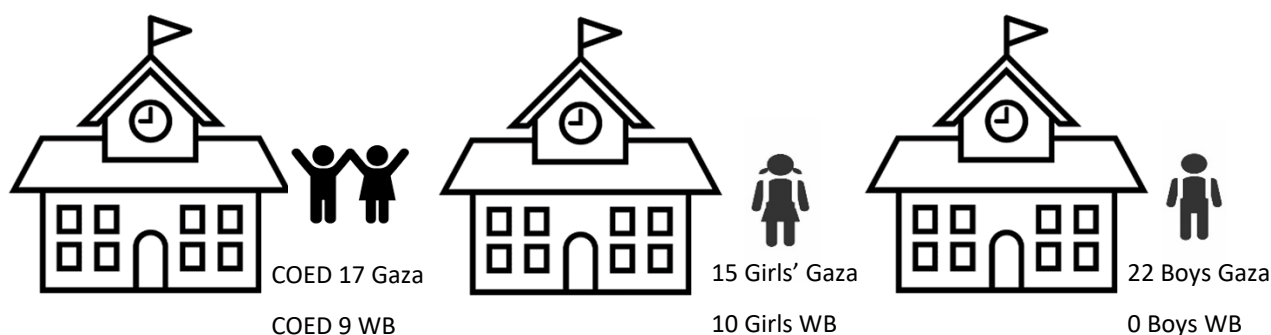
As shown in graph 19, parents' participation in terms of gender of the caregiver differs between WB and GS, where the latter observed lower father's engagement: almost 36% of parents who participated in the study in GS are fathers compared to WB where almost half of the sample, 46%, is male. In both locations majority of parents are within 2 age groups mainly (22-35) years old and (36-45) years old, indicating that parents' age is young.



Graph(20)

6.1.13 Classrooms observed

In total 74 (54 GS, 20 WB)¹⁹ classrooms were observed from the following types of schools:

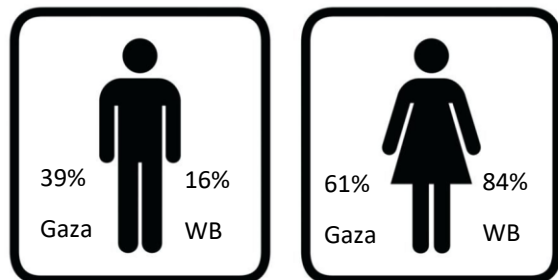


Graph (21)

¹⁸ From the desk review process there is evidence that fathers' involvement in schools activities tends to be less than mothers. Further details about parents' engagement is in the parents' main findings section.

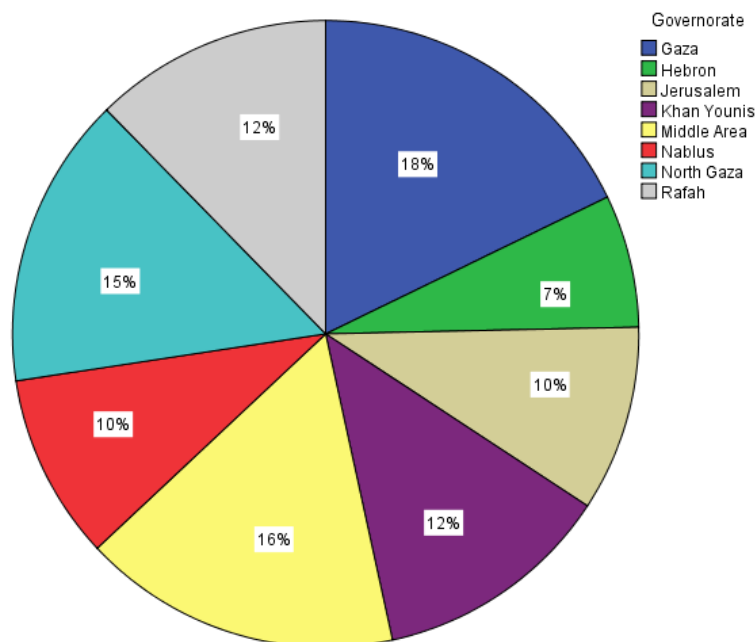
¹⁹ The planned sample was 75 with one school missing in GS, see limitations section for more details about the missing school

Teachers observed during classroom observation



Graph (22)

Most commonly taught subjects during observation sessions in **GS** were either Maths or Arabic (67%), while the remaining classes (33%) covered different subjects such as religion, English, science and social studies. In **WB**, 79% of observed classes were either Math or Arabic subjects and the remaining 21% were religion, national and life, science and social studies.



Graph (23)

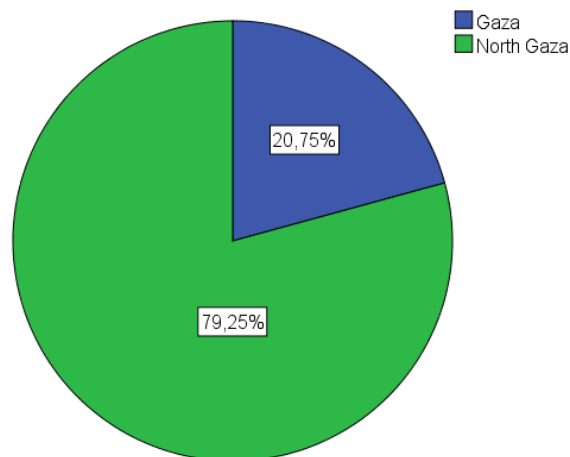
Around 95% of the observed classes in WB were from grades 1 to 4, and the remaining 5% were from grades 5-9. In GS, 56% of the observed classes were of grades 1-4 and the remaining 44% from grades 5-9.

6.1.14 Children 1-4 control group demographic (Gaza only)

In total 159 students from grades 1-4 were reached to constitute the control sample. The distribution of males and females and governorate are depicted below:



Graph (24)



Graph (25)

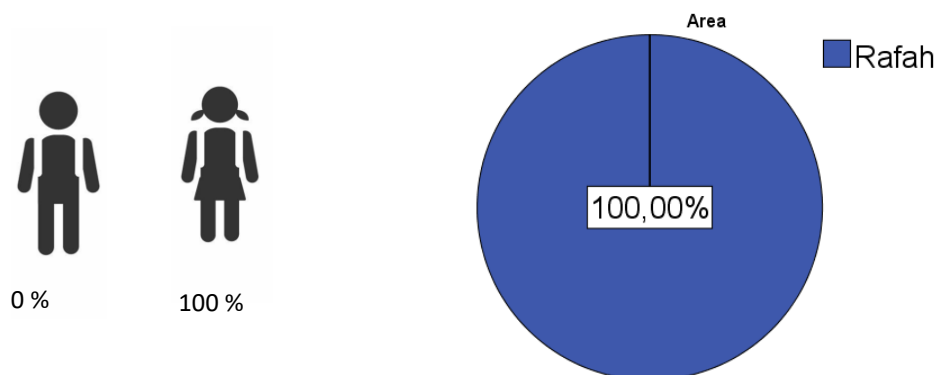
The control sample only comes from two governorates: North Gaza and Gaza, with the majority from the North.

This is due to the limitations in schools that could be used as

control groups. The sample includes both boys and girls despite a larger proportion of boys. The demographic differences in gender, grade level and location between intervention and control group used for comparative analyses are summarized in Table (9) in Appendix 2.

6.1.15 Children 5-9 control group (Gaza Only)

In total 88 students from grades 5-9 were reached to constitute the control sample. The control sample consists 100% of women and all are from Rafah governorate. This is due to the limited schools that could be used as a control sample based on the intervention timetable.



Graph (26)

Graph (27)

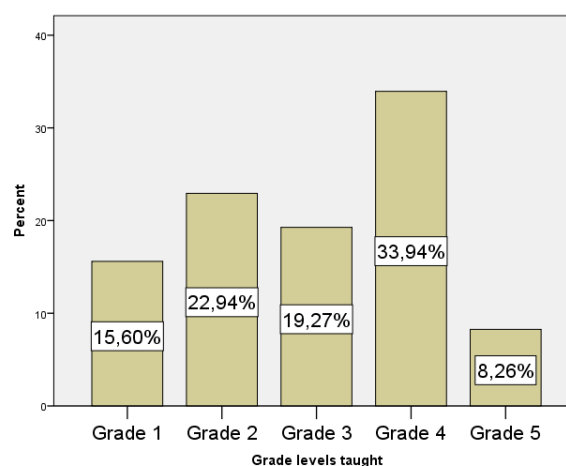
The demographic differences in gender, grade level and location between intervention and control group used for comparative analyses are summarised in tables 11,12 and 13 in the list of tables Appendix 2.

6.1.16 Primary teachers' control group (Gaza only)

109 primary teachers reached for the control sample, with the following male and female disaggregation:



Graph (28)



Graph (29)

31% of teachers have between 8-11 years of experience in the education sector, 16% have more than 15 years of experience, 29% have between 4-7 years of experience, 9% for 12-15 years while the remaining 15% have less than 3 years of experience in the education system.

The demographic differences in gender, years taught and location between intervention and control group used for comparative analyses are summarised in tables 14,15,16 in the Table lists in Appendix 2.

6.2 Results and key findings

This section describes the indicators' performance on the level of Palestine, WG and GS. The analysis follows the analysis framework designed at the inception phase where all outcome indicators in the PMF have been defined based on a thorough desk review process and the project's theory of change. All key findings are illustrated on the indicators planned and their baseline status will guide RTP's implementation process.

To avoid repetition, national performance on indicators is presented first, briefly discussing the statistical significance of findings and any gender and regional differences where relevant. The WB and GS parts will describe the indicators in greater detail, break them down to components and illustrate correlations. The GS part also compares intervention and control group results.

Ultimate outcome: 1000 improved quality of education children, especially girls, enrolled in UNRWA schools in the West Bank and Gaza

6.2.1 Indicator 1000.1 %/total girls and boys with feelings of social connectedness

Social connectedness²¹ has been identified as one of the core dimensions that children should possess for optimal wellbeing and therefore improved learning outcomes. A children's wellbeing survey was used to assess social connectedness for children from grade 1-4 and the NRC SLEC 21 tool was used to assess children's social connectedness from grades 5-9. The following Table represents the results of the indicator disaggregated by gender and grade group:

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1000.1 %/total girls and boys with feelings of social connectedness ²⁰	31%	Male	Female	Gaza Strip	West Bank
	CI 28%-34%	26%	36%	26%	37%

Table (17)

On the level of Palestine, there is a significant difference ($p < 0.00$) between the proportion of students that achieved the indicator and the proportion that did not, so we can be confident that there is a true difference between indicator achievement and non-achievement. Nearly all indicators tested showed a significant difference between achievement and non-achievement into either direction, so henceforth it will only be mentioned if the difference is not significant, i.e. the proportion of achievement and non-achievement is similar.

There is also a significant difference between indicator performances between Gaza Strip and West Bank, with Gazan children scoring lower performance compared to WB children. Gender differences are likewise significant on Palestine

²⁰ Definition: Social connectedness among adolescents has been linked to a host of youth outcomes including reduced problem behaviours, and better mental health outcomes (Abubakar et al., 2014; Crespo, Kielpikowski, Jose, & Pryor, 2010; Jose & Lim, 2014). Oberle, Schonert-Reichl, and Zumbo (2011) observed that ecological assets (i.e., school connectedness, perceived neighbourhood support, parental and positive peer relationship) significantly and positively predicted early adolescents' life satisfaction. The positive influence of connectedness on well-being is thought to arise from the fact that connectedness serves the motivational need to belong (Townsend & McWhirter, 2005). Karcher (2011) posited that adolescent connectedness may develop as a reaction to (a) attachment to caregivers, (b) interpersonal support, and (c) group level experiences

²¹ Social connectedness among adolescents has been linked to a host of youth outcomes including reduced problem behaviors, and better mental health outcomes (Abubakar et al., 2014; Crespo, Kielpikowski, Jose, & Pryor, 2010; Jose & Lim, 2014). Oberle, Schonert-Reichl, and Zumbo (2011) observed that ecological assets (i.e., school connectedness, perceived neighborhood support, parental and positive peer relationship) significantly and positively predicted early adolescents' life satisfaction. The positive influence of connectedness on well-being is thought to arise from the fact that connectedness serves the motivational need to belong (Townsend & McWhirter, 2005). Karcher (2011) posited that adolescent connectedness may develop as a reaction to (a) attachment to caregivers, (b) interpersonal support, and (c) group level experiences

level; however, they seem to be significant only in GS and not in WB where a similar number of boys and girls achieved social connectedness.

6.2.1.1 Children 1-4 social connectedness

Gaza Strip	Indicator total	Breakdown by gender	
1000.1 %/total girls and boys with feelings of social connectedness	26%	Male	Female
	CI 28%-34%	17%	35%

Table (18)

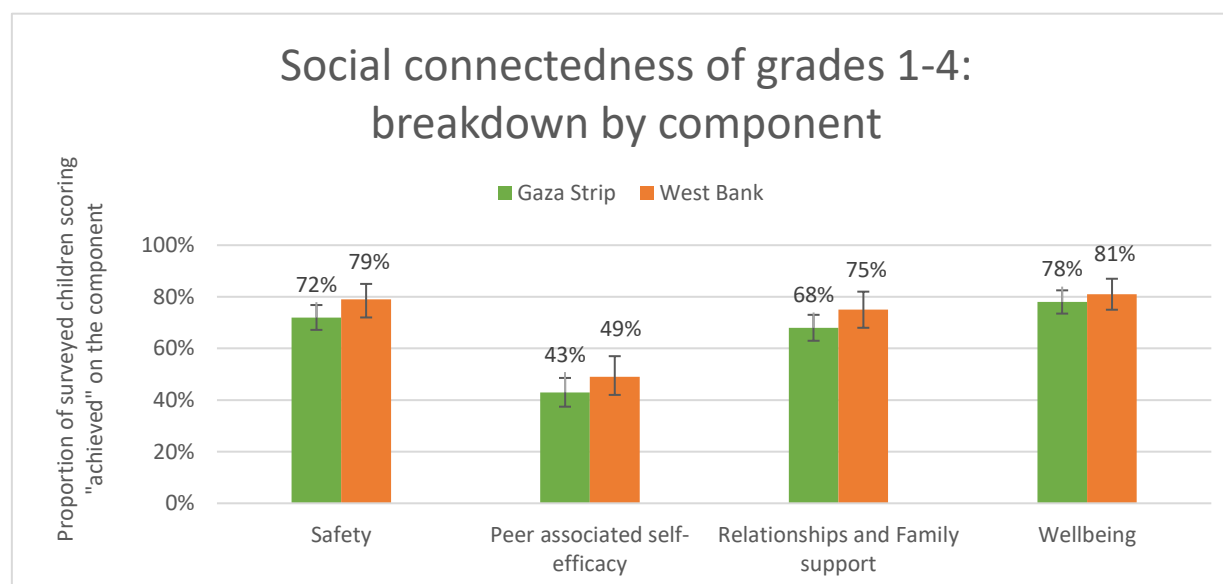
As shown in the above Table, girls have shown better social connectedness compared to boys, and in total only 26% of the children from both sexes demonstrate social connectedness. Different factors are affecting children's ability to maintain strong social connectedness: the calculation of the indicator status considered that all conditions should be met in order to count the children as being socially connected.

West Bank	Indicator total	Breakdown by gender	
1000.1 %/total girls and boys with feelings of social connectedness	37%	Male	Female
		35%	38%

Table (19)

As Table (19) explains, girls in WB have shown slightly better social connectedness than boys, and in total 37% of the children from both sexes have social connectedness.

The following graph shows a breakdown of the different components that were included in the calculation of social connectedness, for both GS and WB children from grades 1-4.



Graph (30)

As shown in the above graph, 78% of children in GS and 81% of children in WB have reported positive answers on the **wellbeing** dimension while the weakest dimension was peer associated self-efficacy. Tables 20 and 21 in Appendix 2 show the status of the 4 dimensions according to gender. Some gender differences are observed in the numbers of girls or boys who have the required skills that contribute to social connectedness in both GS and WB.

6.2.1.1.1 Children 1-4 Wellbeing component

Wellbeing included overall satisfaction about life and happiness in general from the perspective of the children. Table (22) in the list of tables in Appendix 2 illustrates the wellbeing dimensions disaggregated by gender for GS, and Table 23 shows the same for WB.

In GS it was found that there are no major differences between the number of boys and girls who have strong feelings of wellbeing among children grades 1-4. Some differences occurred in the number of boys and girls reporting they like being at school where more girls reported positively, while in the overall life satisfaction more boys reported always being satisfied compared to the girls from the same age group.

In WB Table 23 illustrates disaggregated by gender for children from grades 1-4. A large majority of children from both sexes enjoy strong wellbeing (81%) and only a minority of them (19%) suffer from weak wellbeing. However, as Table 23 shows, there are some differences between boys and girls with feelings of wellbeing especially in regard to overall life satisfaction in favour of girls: whereas 78% of girls said that they are “always” satisfied with their overall life, that percentage did not exceed 67% among boys. Also, more girls reported they like being at school compared to boys.

6.2.1.1.2 Peer associated self-efficacy

In Gaza Strip the percentage of girls who have strong peer associated self-efficacy is higher compared to boys of the same age. Almost 34% of the children expressed that they are either sometimes able to stop others from annoying /bullying them or they never can stop other children from annoying them. For more details, Table (24) shows the breakdown of peer associated self-efficacy components disaggregated by gender.

In the West Bank Table (25) shows that girls enjoy stronger peer associated self-efficacy than boys regarding three components: expressing their opinions when other classmates disagree with them (62% of girls responding “always”, in comparison with only 48% of boys); stopping others hurting their feelings or annoying them (36% of the girls can “always” do that versus only 23% of boys); and making friends and keeping these friendships girls’ percentage was only slightly higher than boys (75% versus 73% respectively).

6.2.1.1.3 Feeling of safety

Feeling of safety is the 2nd highest dimension children reported positively on after wellbeing in both GS and WB. In **Gaza Strip** the figures are showing that more boys have strong feelings of safety in comparison to girls. Nevertheless, the difference between the genders is not big.

Additionally, in **Gaza Strip** 93% of children have reported that their preferred place where they like to spend time is inside. The following places are reported in descending order from the most repeated answer to the least:

- 1- The school (including its facilities like the classroom, the library, the science lab and others).
- 2- The house (including a few children who reported they like being in their rooms).
- 3- The grandpas house²².
- 4- The garden surrounding the house.
- 5- Other places (parks, zoo, mountain, friend’s house and the sea).

²² 19 children reported that they like to spend time in their grandfather’s houses which indicates social connectedness that the children are building with the elderly in their family.

For more details Table (26) in Appendix 2 shows the breakdown of the safety dimension in GS disaggregated by gender.

In **Gaza Strip**, students feel least safe on the way to school compared to feeling safe on other dimensions, which is in line with the desk review analysis and findings of NRC Rapid assessment in 2018 where children reported that they feel unsafe on the way coming to school due to reasons such as bullying on the way to school, attacks by dogs and walking alone for long distances in empty streets in the early mornings. Also, not surprisingly there are differences in percentages between boys and girls, where girls more commonly feel unsafe than boys.

Furthermore, in the **West Bank** a majority of children from both sexes (79%) enjoy a strong feeling of safety, and only about one-fifth of them suffer from weak feelings of safety (21%). As Table 27 shows there are some limited differences between girls and boys in this regard. For example, while about 89% of girls feel safe inside the school (e.g., the playground and classroom) that percentage was 81% among boys. On the other hand, boys feel slightly safer than girls when it comes to playing in the school without being afraid. Table (27) shows the breakdown of safety dimensions in the West Bank disaggregated by gender.

6.2.1.1.4 Relationships and Family support

32% of the children grades 1-4 in **Gaza Strip** have reported weak **relationships and family support**. 19% reported that when they are annoyed or upset, they either don't tell anyone or only sometimes do, which is quite a significant number who tends not to share negative feelings with a family member. Conversely, 95% of children reported that they have someone who they trust and share their feelings with and when they asked who 43% reported their friends, 34% shares their feelings with their parents mainly the mother, 11% with a sibling and the remaining few reported teachers.

For more details, Table 28 shows the dimensions of **relationships and family support** disaggregated by gender in GS.

In the West Bank three-fourth of children enjoy strong relationship and family support. Only 25% have weak relationship and family support. However, as Table 29 in Appendix 2 shows there are significant differences between girls and boys in this regard in favour of girls. Whereas 78% of girls said that they "always" tell one of their family members (mother, father, sister, grandma...etc.) when they are annoyed, upset or face a problem this percentage has not exceeded 61% among boys. The same pattern applies to the other two items stated in the Table: "always" asking family members for support in homework or study (74% girls versus 57% of boys), "always" family cares about me and ask about me" (85% girls versus 72% boys).

6.2.1.1.5 Statistical correlation between social connectedness dimensions for children 1-4

Correlation analysis was carried out to test for significant relationships between factors such as the level of school support within the school, parents' and family support and children's social connectedness and feeling of safety. The following are the key statistically significant findings:²³

6.2.1.1.5.1 School support with feeling of safety

In both GS and WB, there is evidence for a strong statistically significant correlation between school support and children's feeling of safety. The following are interpretations of the above correlation - for more details, see Table 30 (GS) and 31 (WB) in Appendix 2:

- There is a statistically strong correlation between teachers' support when the child asks for help and children feeling safe inside the school (playground, classroom) (GS).

²³ Wellbeing and social connectedness are composed of interconnected factors between three internal, social and coping dimensions. Therefore while many statistically significant results were found we present the main results in the body of the report. For further details, the correlation significance tables are in Appendix 2.

- There is slight to moderate statistically significant correlation between children seeking the school's help (teacher, counsellor, school principal) when they are annoyed or face problem and feeling of safety on the way to school (GS).
- There is a strong significant correlation between perception of your teacher's care and feeling safe inside the school (playground, classroom) (WB).

6.2.1.1.5.2 School support with peer-associated self efficacy

Table (32) suggests there is evidence for a significant correlation between school support and children's strong peer-associated self-efficacy. The following is an interpretation for one of the highlighted cells that show a significance of correlation in **Gaza Strip**:

There is evidence for slight to moderate statistical significant correlation between "When you are annoyed or face problem do you ask (teacher, counsellor, school principal) for help" and "Can you get others to stop annoying you or hurting your feelings (peer associated self-efficacy)", meaning that the more children experience school support when they face problem the more they can get others to stop annoying them.

In West Bank, Table (33) likewise suggests that there is evidence for a significant correlation between school support and children strong peer-associated self-efficacy. The following is an interpretation for one of the highlighted cells that show the significance of correlation:

- There is evidence for a strong statistically significant correlation between "When you are annoyed or face problem do you ask (teacher, counsellor, school principal) for help?" and "Can you make friends and keep this friendship (peer associated self-efficacy)".

6.2.1.1.5.3 Family support with peer associated self-efficacy

There is evidence for a statistically strong significant correlation among children 1-4 in GS between "When you are annoyed, upset or face problem did you tell one of your family members (mother, father, sister, brother, uncle, aunt, grandma)" and "Can you make friends and keep this friendship". For further details and correlations see Table (34).

In the WB there is evidence for strong statistically significant correlation between "Does your family care about you and ask about you?" and "Can you make friends and keep this friendship". For further details see Table (35).

6.2.1.1.5.4 Family support with feeling of safety

In both GS (Table 36) and WB (Table 37) it was found there is statistical evidence for a significant correlation between family support and children's feeling of safety. The following are interpretations for one of the highlighted cells that show the significance of correlation in each GS and WB:

- GS: There is evidence for slight to moderate statistical significant correlation between "When you are annoyed, upset or face problem did you tell one of your family members (mother, father, sister, brother, uncle, aunt, grandma)?" and "Do you feel safe inside the school (playground, classroom)?", meaning that the more children find family support when they face a problem the more they feel safe inside the school.
- WB: There is evidence for a slight to moderate significant correlation between "When you need support in your homework or study, do you ask family member (mother, father, sister, brother, uncle, aunt," and "Do you feel safe inside the school (playground, classroom)?".

6.2.1.2 Children 5-9 social connectedness

Gaza Strip	Indicator total	Breakdown by gender	
1000.1 %/total girls and boys with feelings of social connectedness	28%	Male	Female
		17%	37%

Table (38)

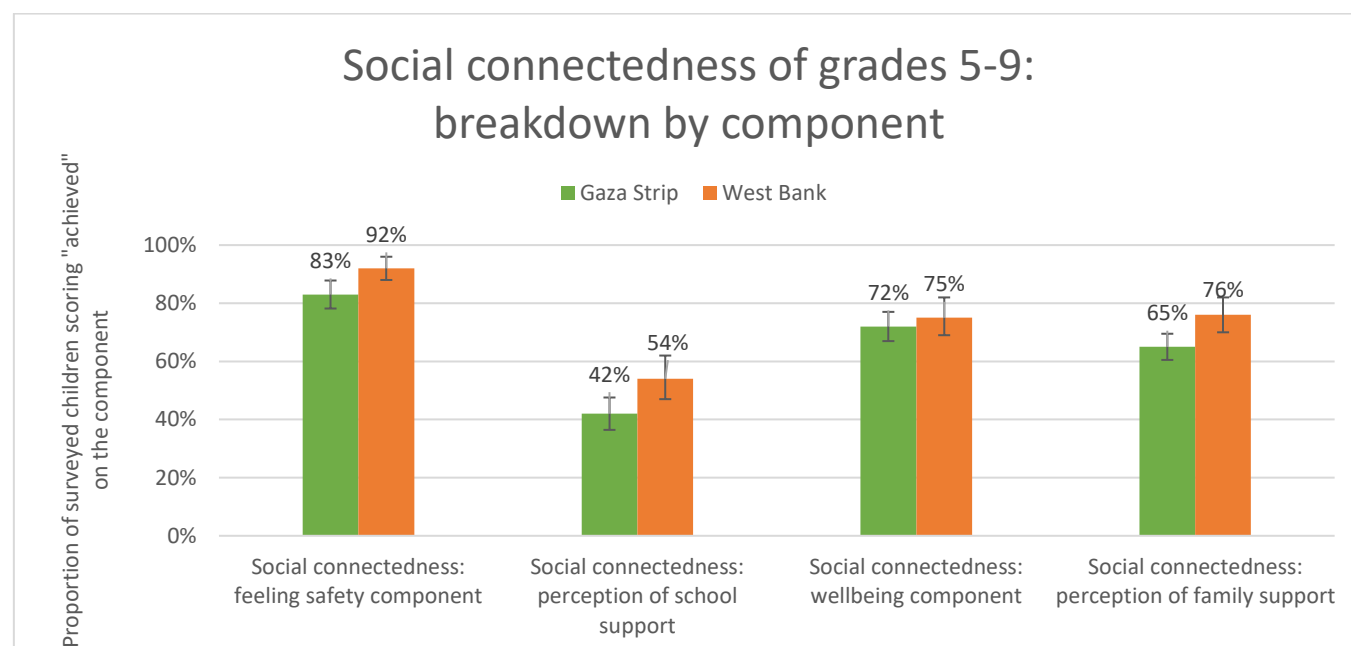
As shown in Table 38, in GS girls from grades 5-9 have shown better social connectedness compared to boys, and in total only 28% of the students from both sexes have social connectedness. Different factors affect students' ability to maintain strong social connectedness; the calculation of the indicator status considered that all conditions should be met in order to count the children as having strong feelings of social connectedness.

West Bank	Indicator total	Breakdown by gender	
1000.1 %/total girls and boys with feelings of social connectedness	42%	Male	Female
		43%	42%

Table (39)

As shown in Table 39 there are no significant differences between girls and boys in grades 5-9 in regard to social connectedness, and in total 42% of the students from both sexes have social connectedness.

The following graph shows the different factors included in the definition of social connectedness for children from grade 5-9:



Graph (31)

6.2.1.2.1 Feeling of Safety

From the above chart we observe that the majority of children from grades 5-9 have feelings of **safety**: 83% out of total children surveyed in Gaza Strip and 92% in the West Bank.

Table (40) in the list of tables in Appendix 2 illustrating the feeling of safety dimension among grades 5-9 in **Gaza Strip** shows a clear higher number of girls and boys feeling safe at home than at school, with slight differences between the two genders. Boys seem to feel less safe at school compared to girls. During the FGD²⁴ conducted in north Gaza in Beit Hanoun, all the girls said that “they feel safe all the time at school.” When asked to give more explanation one of them implicitly referred to feeling safe during periods of Israeli bombing²⁵ especially at an UNRWA school: *“I feel safe because I know if there is bombing, they will not bomb [air strikes] our school”*. Another girl also said, *“I feel safe at school because of our teachers... if there is any threat, they would ask us to sit in class and reassure us that everything will be ok.”* Some girls reinforce their feeling of safety through the relationships they have with their peers at school: *“Being with my friends makes me feel safe because we talk together ...we have the same feelings and exchange our feelings with each other ...and talk about things we like or dislike...”*.

However, while most boys in the FGD with male students in Khan Younis Camp feel safe at school, some of them don't. When asked for the reason the ones who feel safe referred to their teacher and friends and the absence of attacks at schools during military escalation. One said he feels safe because *“my father is a teacher and work in the same school.”*

On the other side, the ones who said that they do not feel safe at school referred to student-against-student violence and bullying *“either inside the class or in the school's yard or playground”* as a main factor for feeling unsafe. According to one of the boys, *“I feel scared sometimes inside the school because some other students do not like me because of my very high marks, many problems happened with because of that...I always have worries and fear because of that.”*

From another angle of safety,²⁶ feeling safe at home, most of the girls in the FGD said that they feel safe at home, with only two girls saying they sometimes feel safe. The ones who said that they feel safe at home mentioned that family, especially mother and father, make them feel that way: *“Being accompanied with someone from my family makes me safe, but being alone no and I don't feel safe, my family members mean safety for me.”*

From the FGDs it was found that boys tend to feel less safe at home compared to girls. While most girls said that they always feel safe at home, only five boys out of 12 said that they feel that way. The remaining said either sometimes or rarely. One of those who responded “always” said, *“I feel safe at home because I live with my mother, father and big sister. They show me a lot of love and I also love them. When there is escalation [with Israelis] we hide at home and I feel safe when surrounded by them.”* Another said, *“I usually have good time at home; I play, I go online, I play with my relatives when they come to visit us and they often do...I have a lot of fun...so I feel safe.”* However, another 14-year-old boy typifies the answers we heard from the boys who said they do not always feel safe at home: *“We do not feel safe because of the war and escalation. I do not feel safe at home all the time...because also there are some “problems” at home. In addition, I do not have a room for myself...I put my books and clothes anywhere, and I sleep on the floor with my siblings...my father does not have a job”*.

In the **West Bank** Table (41) represents the responses of children from grades 5-9 on the feeling of safety dimensions. Similarly, to GS, they feel much safer at home than at school. While the percentage of students who said that they “always” feel safe at home reached 95 % for boys and 90 % for girls, those percentages have not exceeded 54 % for boys and 71 % in regard to feeling safe at school. These percentages also show that girls feel safer at school than boys (71 % and 54 % respectively), and boys feel somewhat safer at home than girls (95 % and 90 % respectively).

²⁴ See qualitative sample Table for more details about number of participants.

²⁵ The last war with major Israeli air strikes on GS took place six years ago in 2014

²⁶ In FGDs feeling of safety inside the home was strongly associated with stability of the family's internal conditions and presence of parents, as well as associated with external factors like wars.

In two FGDs (one with boys and one with girls) children were asked to specify what makes them feel safe or unsafe at home and at school. The nine girls from the Ramallah School for Girls in the city of Ramallah explained why they feel safe at school saying, *"I never came to school and felt unsafe there. I got familiar with it and nothing had happened and scared me.... also, teachers protect us like our mothers."* Another girl confirmed, *"I feel safe at school because even if anything happened, school staff especially the counsellor supports and reassures us."* Also one of the girls linked the feeling of safety with the school principal's role in the school which has been explained through our correlation analysis as well statistical significant correlations found between feelings of safety and school support: *"I feel safe because our principle controls the school very well...her strong personality makes me feel safe."*

Furthermore, the boys in the FGD conducted at Asker School for Boys in Asker Refugee Camp in the governorate of Nablus, attended by 12 boys from grades 5-9, provided the following examples of why they feel safe at school:

- *"Because things are ok and there are no incidents that had happened in the past to make me feel unsafe."*
- *"Our school is located far away from the Israelis [Israeli military positions, checkpoints, and settlements] so I feel safe."* (Three boys in this FGD have mentioned this factor, one way or another).
- *"There are no thefts or physical confrontations among students and that's make me feel safe."*

However, some of the girls who said that they sometimes do not feel safe at school provided also some explanations:

- *"I do not feel safe because some other girls hit me...when I tell my teachers sometimes, they care and follow up the issue but some other times they do not care..."*
- *"I do not feel safe because sometimes older girls bully the younger ones."*
- *"I do not feel safe because of the school's wall.... a girl has fallen from that wall the other day."*
- *"I do not feel safe because I do not have any relatives who attend the same school."* (e.g. to protect her in case she was bullied by other girls)

Participants in the two FGDs explained why most of them feel safe at home. Mainly relationships and bonds with family members, the existence of their parents and absence of violence (mainly physical) creates their feeling of safety: *"I always feel safe at home because I'm surrounded by family members"; "I feel safe the most at home because my mother is there."*

However, a minority of the girls (3 out of 9) said that they sometimes do not feel safe at home. When asked why, they gave different reasons, one of them said, *"I do not feel safe at home because our home is located in a remote and isolated area where there are [wild] pigs and dogs."* Another said, *"I feel safe at home most of the time except when I receive low-marks at shook...when that happened, I feel scared [due to fear from parents' negative reaction]"* also another one confirmed, *"I feel 100% safe at home, expect when I do something wrong...then I feel scared."* Interestingly, those girls' reactions towards their parents specifically when they think they did something wrong is the feeling of fear which might raise questions if parents are aware of how to manage children's fears and react differently when they are supposed to be angry with their children.

On the other hand, almost all the boys in the FGD said that they always feel safe at home. When asked for more explanation they mentioned the following:

- *"You know, when you are at home you feel safe because there are no risks."*
- *"I feel safe because my family members especially Mom and Dad are there and protect me..."* (This represents a typical answer which was repeated by many participates).
- *"I feel safe because I'm sounded by my family, my grandparents, and by our neighbours."*

This last comment by at least three boys in the FGD conducted in Asker Refugee Camp explains, at least to some degree, why young boys in a refugee camp tend to feel safer at home than the girls in the FGD conducted in Ramallah. Refugee camps tend to be very crowded, houses are attached to or built close to each other and relatives tend to live next to each other. Therefore, this seems to give children higher feelings of safety at home even if parents or family members are not around whereas girls who live in different parts of Ramallah where distances between houses tend

to be much bigger than in a refugee camp, and where people tend to live a Western lifestyle (e.g. neighbours do not know or barely know each other) they feel less safe.

6.2.1.2.2 Wellbeing

The wellbeing²⁷ component received the second highest score among the components of social connectedness. Table (42) shows the wellbeing breakdown for children 5-9 in GS. It was observed that the number of girls who exhibit wellbeing (92%) is higher than the number of boys (81%), and the number of boys who reported never “like being at school” is quite high compared to the number of girls answering the same question (12% boys to 2% girls).

When the children were interviewed in the FGDs and asked about their wellbeing including overall life satisfaction, girls responded with different answers. Only three girls said they feel satisfied with their lives: *“I am satisfied with my life... first thing because my health situation is good...and we have good education, and that is important to have a very good life.”*

The remaining girls were either sometimes or rarely satisfied with their lives. A 15-year-old-girl from Beit Hanoun school said, *“I am not satisfied because of the financial situation.... when I tell my mother that I want to buy a dress she usually refuses...instead of buying me one she borrows an old one from my aunt’s daughter... why I could not have new dress and forced to use an old one from another person who used it before. All my life needs to change... I’d like to live in another society...here if you go out of the house twice people start to talk about you... and your reputation will be affected... Also in my society they prefer boys more than girls ...boys are allowed to do many things more than girls... for example I asked my parents to buy me a cell phone, but they refused and told me you are a girl and how you would carry cell phone but on the other hand my brother has one and my parents justify that by saying that he is a boy.”* A third girl said *“I don’t know if I am satisfied or not... I have normal life which going on without a meaning”*.

Wellbeing for boys in GS as reported in the FGDs does not differ that much from girls, only 3 boys out of 12 said they are satisfied with their lives while the remaining were either sometimes or rarely satisfied. Boys who are satisfied referred to family support as a main reason that makes them satisfied, one of them said *“I feel satisfied for what God gave me in this life.”* Those who said that they are rarely feeling satisfied mentioned that the Israeli occupation and its actions are the main reason for their dissatisfaction and the fact that the occupation is affecting their living conditions and their daily lives: *“They [Israelis] took our land and homes and made us become refugees!”*.

As part of the wellbeing dimension children from grades 5-9 reported positively about having friends where the majority of boys and girls reported that they have friends at school. The number of boys who reported they rarely have friends is higher compared to girls (8% boys, 2% girls).

When students were asked “do you feel that teachers, and school staff respect you?” A majority (8 out of 12) said that they “sometimes” feel that way, and three said “most of the time.” A typical explanation which we heard several times during the two FGDS with students was, *“They just respect the ‘best students [in terms of academic achievements].’ Not all students,”* something that has been confirmed by those “best” students who said, *“they treat me with a lot of respect always, because I am the first in the class.”* Another girl complained about the school’s cleaning lady saying, *“I am not satisfied with the cleaner, she treats us with no respect and keeps shouting at us.”*

Finally, when students were asked what they usually do when school staff deals with them with no respect, the answer they gave was *“nothing...what can we do?”*. In the context of their answers students stressed that *“Hitting students by teachers is banned in UNRWA schools. If this was to happen our families will file a complaint against the teacher who resorts to violence...when there is a problem between a teacher and a student the principal will act and solve it quickly.”* The FGDs investigated further the life satisfaction of being at school. Around 80% of girls answered this question positively and around 20% negatively. On the other side, only two of the boys said that they are always satisfied and

²⁷ NRC slec-21 tool assess wellbeing from school environment perspective rather than investigating the whole wellbeing including general life dimensions, which is covered in other aspects in the tool.

the remaining 9 reported being either sometimes or rarely satisfied with life. Children who were satisfied referred this satisfaction to understanding the importance of education, teachers' support and care and having friends at school. Children who were not satisfied with school referred as the main reason being some teacher practices and the "discrimination", according to their expression, between the high academic achievers and the low academic achievers. As teachers do not take into account individual differences between children, they see it as a form of discrimination. A 15-old-year girl said, *"There are issues that make me feel dissatisfied at school and in class such as the way that teachers deal with the students. For example, sometimes there are some students who are not good enough in specific subjects like math, the teacher comes to the class and starts talking and present the lesson for the ones who are good at math with high level of attention, and ignores the rest of the students...this is discrimination ... which leads to conflict and makes some students jealous and dislike each other"*.

For children in WB the Table (43) shows the breakdown of the wellbeing component for children grades 5-9 disaggregated by gender. The percentage of girls who maintain wellbeing tends to be higher than boys. For example, 68 % of girls said that they always like being at school in comparison with only 54% of boys. The same applies to the feeling that "school staff respects me" (73 % of girls said that they always have that feeling whereas only 63 % of boys said that). However, in regard to "having friends at school" there are no significant differences although the percentage of girls who said that they always have friends at school is slightly higher than boys (97 % and 94% respectively), with a very high score for both. Finally, and in line with these results which tend to be in favour of girls' wellbeing, 12 % of boys said that they "never" liked being at school in comparison to only 6 % of girls.

Students in the two FGDs were divided in answering the question whether "teachers and school staff respect them." Six out of twelve boys in the Askar FG said they do not feel always respected by their school teachers and staff and, at least five of them, mentioned that teachers in their school sometimes "hit" or "beat" them:

- *"Some of the teachers respect us, and some of them do not and treat us harshly..."*
- *"Some of teachers treat us like their own children, but others beat us. For example, during the break sometimes the bell rings before we can buy food or sandwiches...so if we return to the class after the ringing of the bell they hit us..."* (another student confirmed this by saying he was beaten by a teacher just yesterday for the same reason).

Only one or two boys in the FGD spoke in a positive way about the way they are treated by their teachers and school staff: *"I respect them, and they respect me.... they all nice."*

Some girls in the Ramallah FGD echoed what the boys above reported. They also divided teachers and staff in their schools into two categories; the first treat them with respect and the second do not. In the words of some girls:

- *"About 50 % of them treat us with respect and the other 50 % do not."*
- *"They [teachers] are nice and treat us with respect but if they get angry they start screaming at us and say bad or not nice words...However, we should not be mad at them because some girls provoke them by not respecting the rules (school regulations) ..."*

Some other girls, however, said that teachers and staff in their schools treat them with respect and one of them noted that saying, *"That depends on the girl [the student] ...if she behaves nicely they [teachers] would treat her nicely and vice versa..."*

When asked generally about their overall wellbeing, a minority of girls answered positively without conditions or a "but," or "sometimes." Most of the girls said they are satisfied with a "but": there is something missing or needs to be improved. The girls shared with us the following examples:

- *"I'm satisfied somehow but I want society to treat us as girls better than the way it does...they [people] discriminate between boys and girls...they allow boys to do a lot of things but not girls..."*
- *"Sometimes, when my brother hits or beats me I do not feel satisfied about my life."*

- *"I'm satisfied but I do not like that people such as other students, teachers, or parents deal with us based on our grades...if you are good at school teachers tend to like you and other students tend to have you as a friend...and if you are not you do not receive the same nice treatment..."*

When asking about aspects of their life that they wish to change, two of them said that they want *"society to change and treat girls in a better way,"* another said that she wants *"schools to disappear"* and a fourth girl wants to *"commit to praying five times a day, and stop skipping some prayers."*

Boys, on the other hand, seem to be more satisfied with their life than girls. Most of them said that they are "always" satisfied with their life when asked to give more details many of them mentioned their families. For example:

- *"I feel satisfied with my life because I feel that my family is a happy family."*
- *"I feel satisfied because of the existence of my Mom, Dad, and the rest of the family...they make my life much easier..."*
- *"I feel satisfied, but I want my mother and father feel more satisfied with me."*

Finally, when asked about things that they want to change to make their lives better, two boys said that they want *"improve their performance and grades at school,"* and a third one said that he wishes to achieve his dream and become a singer.

6.2.1.2.3 Family support

Family support was the third most positive item reported by children among the social connectedness dimensions. Interestingly, 65% of children reported positive perception of family support and the remaining 35% did not. For deeper insight into the family support components Table (44) in the list of tables in Appendix 2 for GS children 5-9.

Children from grades 5-9 in the **Gaza Strip** were found to be sharing their worries with their families less than in WB: there were more girls than boys who could not share their worries with their parents (27% girls, 22% boys). Generally, both genders tend not to always share their worries with their parents. Both genders also did not always report their fears to their parents, with the number of boys who share their fears less compared to the girls (71% boys, 79% girls). On the last dimension about family asking and following up on their children, the majority reported that their parents always ask about them. A small difference is noticed between the number of girls and boys, where more girls reported rarely and never. However, both boys or girls reported family support as one of the main contributors to their life satisfaction, as one of the boys in an FGDs: *"The existence of my father, mother, and family makes my satisfied"*.

Generally, it was found that boys and girls from this age group tend not to share their thoughts, worries and fears with their parents, despite the fact that the majority of them reported their parents asking about them.

Table (45) represents the family support dimension for children 5-9 in the **West Bank**, which was also the third positive item reported by children within the social connectedness dimension. Interestingly 70% of children reported positive perception of family support and the remaining 30% do not.

Girls and boys who said "I never talk to my parents about my worries" was 6% and 8 % respectively, while the percentage of girls who said they "always" "they can tell their parents when they're scared" is somewhat higher than boys (69 % versus 63 %). Also, the percentage of girls who said "my parents always ask me how I am doing" is higher than boys (81 % versus 77 %). While these figures may seem positive, in absolute numbers there are still a large number of children who don't share openly with their parents. This becomes important at later age especially for girls: preliminary findings²⁸ of a survey carried out by the Palestinian Central Bureau of Statistics (PCBS) in the second quarter of 2019 show that 61% of women affected by different types of GBV prefer to remain silent and not report it. Hence, there may be a tendency to learn not speak openly about one's feelings and experiences where that could be beneficial and important.

One would expect the difference between the two genders to be even more. However, the relatively limited differences

²⁸ <http://www.pcbs.gov.ps/Downloads/book2480.pdf>

may be due to the fact that we are here talking about children 10-14 years old who both need family protection, care and support. Also, the same masculine culture which, in one hand, may encourage family members to ask more about their girls than boys and make it easier to girls to express their fear more than boys. It is the same culture, on the other hand, that encourages girls especially during their early adolescent period to hide their “small secretes” from the family to avoid angry or unexpected reactions.

As mentioned earlier in the safety dimension and as we will mention throughout this report, girls and boys in the FGDs in both WB and GS mentioned “family” and “family support” when answering most of the questions raised during group discussions. Interestingly, the preliminary results of the violence survey done by the PCBS have also revealed an increase in the level of psychosocial violence within the family, and individuals in the family are more exposed to it (39%)²⁹ which is supporting the fact that different contextual challenges and pressures are affecting families’ ability to progress in this regard. A deteriorated economic situation, continuous escalations and Israeli violations against Palestinian families are creating a tough environment surrounding these communities which encourages them to resort to violence as coping mechanism.

6.2.1.2.4 School support

School support³⁰ was the dimension where children reported least positively: only 48% of children from grades 5-9 had a positive perception about school support.

In **Gaza Strip** only 42% of children reported positive perception of school support: Table 46 assesses their perceptions in depth. In GS, the highest scoring question under this dimension is considering school staff supportive when children feel scared, but still quite a significant number, especially boys, feel that this support never exists (19% boys, 11% girls). Although through the FGDs most of the girls reported positively on the same dimension: *“Yes, they support me especially teachers, actually I consider the school staff as my ‘second family’!”*, but the girls seemed less able to give concrete examples on this support. On the other side boys’ answers to the “school support” question was similar to the girls’ response but less enthusiastic: *“School staff supports students and solve their problems...also the ‘student parliament’ provides some support and contributes to solving problems...”*. However, two boys indirectly said that school support cannot help a lot outside school in reducing students’ fears and worries: *“Not all problems can be solved by school...like poverty and family-related-problems.”*

The dimension where children find the school least is supportive is following up with them regarding their worries. Almost a third of boys feel that this support never exists compared to 18% of girls. Regarding school support in terms of generally following up with them and their status almost half of the boys find this support is either rarely or never available compared to girls who report more positively on this item.

Additionally, only 47% of children in grades 5-9 in the **West Bank** reported positive perception about school support. Table (47) shows children’s responses on the school support dimension in detail. Girls perceived higher levels of school support than boys. While about half of the girls (56 %) said that there is “always” “someone in the school staff (a teacher, the principal, a counsellor) to support when she feels scared,” only about one-third (38 %) of boys said the same. The same applies to the other question whether “someone in the school staff asks a student how s/he doing, 35 % of girls said that they were “always” asked this question by their school staff in comparison with only 25 % of boys.

Girls participating in the Ramallah FG provided some examples of the school support they received: *“All of them; teachers, principle, and counsellor support us especially if there are events or incidents that make us feel scared”*, including some proactive interventions: *“My sister who studies in the same school used to suffer from obesity and my mother used to be somehow violent with her because she wanted her to solve this problem. The school counsellor*

²⁹ <http://www.pcbs.gov.ps/Downloads/book2480.pdf>

³⁰ For further details about calculations see the analysis framework Appendix (1)

intervened. She found out that my sister was obese due to an illness she had. She talked to my mother and was able to solve the problem."

The testimonials by children highlight the difference school staff can make to children's wellbeing by intervening in problem situations such as bullying: *"There were two girls who used to bully me and beat me. However, when I told my teacher she punished them and referred them to the principle...the teacher kept asking me from time to time if those girls still bothering me...I told her they stopped since they were punished and everything is ok"* and *"I had a fight with another girl who used to bully me. The counsellor intervened and solved the problem. She supported me."*

Boys in the Askar FG, however, were less satisfied with the support they receive from school. As mentioned earlier, they tend to divide school staff into two groups; one supportive and the other one not supportive at all. Several students stressed that their teachers use beating as a way to discipline them: *"The other day I was hit by my teacher because I came late to class after the end of the break."* Other students, however, tried to explain or justify the use of violence by teachers:

"When a teacher is writing something on the blackboard, some students make funny sounds instead of paying attention to what the teacher is writing. This, sometimes, angers some of the teachers who lose control and start screaming or hitting some students."

6.2.1.2.5 Statistical correlation between social connectedness dimensions for children 5-9

Correlation analysis was carried out to test for significant relationships between factors such as the level of school support within the school, parents' and family support and children's self-efficacy and feeling of safety. The following are the key statistically significant findings:

6.2.1.2.5.1 Statistical correlation between school support and children feeling of safety for children 5-9

It was found for children 5-9 that in both **Gaza Strip** and the **West Bank** that there is evidence for a strong statistically significant correlation between school support and children's feeling of safety (for further details and more correlations, see tables 49 and 50³¹). The following is an interpretation of these correlations:

- There is a statistically strong correlation between "Someone in the school staff (a teacher, the principal, a counsellor) supports me when I feel scared" and children reporting "I feel safe at school".

6.2.1.2.5.2 Statistical correlation of between school support and self-efficacy for children 5-9

From Table 51 representing **Gaza Strip** children 5-9 it was found that there is evidence for a statistically significant correlation between school support and children's strong self-efficacy. The following is an interpretation for one of the correlations found:

- There is evidence for a slight to moderate statistically significant correlation between "Someone in the school staff (a teacher, the principal, a counsellor) asks me how I am doing" and "If I am in trouble, I can think of a solution".

Also, in the **West Bank** there is statistical evidence for significant correlation between school support and children strong self-efficacy, the following is interpretation for one of the highlighted cells in Table 52 that shows a significant correlation:

³¹ Cells highlighted in yellow show are flagged with stars due to significant correlation found. One star means slight to moderately significant correlation and two stars mean strong significant correlation

- There is statistical evidence for a slight to moderate significant correlation between “Someone in the school staff (a teacher, the principal, a counsellor) ask me how I am doing” and “I am confident that I can adapt to events I had not predicted”.

6.2.1.2.5.3 Statistical correlation between family support and self-efficacy for children 5-9

There is evidence for a strong statistically significant correlation between family support and children’s self-efficacy in grades 5-9 in both **Gaza Strip** (see Table 53) and **West Bank** (see Table 54). The following is an interpretation for one of the items in each region that shows a significant correlation:

- There is evidence for strong statistically significant correlation between “I am confident that I can adapt to events I had not predicted” and “I can talk to my parents about my worries” (GS).
- There is evidence for strong significant correlation between “I am confident that I can adapt to events I had not predicted” and “My parents ask me how I am doing” (WB).

6.2.1.2.5.4 Statistical correlation between family support and feeling of safety for children 5-9

In **Gaza Strip** (Table 55) and **West Bank** (Table 56) it was found that there is statistical evidence for a significant correlation between family support and children’s feeling of safety. The following are interpretations for one of the highlighted items that show a significant correlation:

- There is evidence for a statistically strong significant correlation between “When I feel scared, I can tell my parents”, and “I feel safe at school”.

Some differences were found between WB and GS in the correlations where children in GS had a stronger correlation between family support and feeling of safety compared to WB children.

6.2.1.3 Social connectedness between intervention and control group (Gaza only)

The measure of the social connectedness indicator in intervention and control groups produce the following results:

value	Intervention ³²	Control
#	101	35
%	26%	14%

Table (48)

There is a very significant difference in social connectedness ($p < 0.00$) between the intervention and control groups, with the control group children ranking significantly lower. This is not what we expect to see, as theoretically at baseline control and intervention groups should score similarly.

The data was observed more closely by the age groups 1-4 and 5-9. Within the 5-9 age group, there is no significant difference between control and intervention groups. Within the 1-4 group the very significant difference remains.

When the 1-4 group is controlled for gender, both male ($p = 0.05$) and female ($p = 0.01$) groups still show a significant difference on social connectedness but less, so gender doesn’t account for the difference observed between intervention and control groups.

However, it seems that the difference in location account for these differences: when controlled for governorate (only intervention sample from Gaza and North Gaza was compared against the control sample which is entirely from North Gaza and one fifth from Gaza), the indicator differences between intervention and control are no longer significant

³² For comparability, only the Gaza sample has been included here as the intervention group, excluding West Bank data.

(proportions become 18% and 9% respectively, $p=0.07$). Hence it could be that young children are less socially connected in North Gaza (and perhaps Gaza) than the rest of the sample, and this is why the control sample shows a different result than the intervention.

6.2.2 Indicator 1000.2: %/total girls and boys that report an overall improvement in their psychosocial wellbeing (m/f)

Under this assignment wellbeing³³ of children was measured through the use of the wellbeing survey for children from grades 1-4 and the NRC SLEC 21 tool to measure wellbeing for children from grades 5-9.

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1000.2: %/total girls and boys that report an overall improvement in their psychosocial wellbeing ³⁴	14 %	Male	Female	Gaza Strip	West Bank
	CI 11%-16%	9%	17%	11%	16%

Table (57)

Despite West Bank having a larger proportion of children with good psychosocial wellbeing, than Gaza Strip, this difference is not statistically significant ($p=0.08$). Gender differences are statistically significant on Palestine level ($p<0.00$) with girls showing higher levels of psychosocial wellbeing.

6.2.2.1 Children 1-4 psychosocial wellbeing

Gaza Strip	Indicator total	Breakdown by gender	
1000.2 %/total girls and boys that report an overall improvement in their psychosocial wellbeing	3%	Male	Female
		5%	1%

Table (58)

As shown in Table 58, the number of both boys and girls in GS who exhibit strong wellbeing is very low³⁵, and in total only 3% of the surveyed children from both sexes has strong wellbeing. Further elaboration is done below.

West Bank	Indicator total	Breakdown by gender	
1000.2 %/total girls and boys that report an overall improvement in their psychosocial wellbeing	7%	Male	Female
		5%	9%

Table (59)

As shown in Table 59, the percentage of both boys and girls who exhibit strong wellbeing is very low, and in total only 7% of the surveyed children from both sexes have strong wellbeing for this specific age group 1-4.

³³ 1) Internal (emotional wellbeing), Human capacity, Self-regulation and Self-efficacy
2) Social wellbeing (Social ecology), Safety, School support, Family support and Well-being
3) Ability to cope and resilience (culture and values), Academic Functioning and Hope

³⁴ Psychosocial wellbeing (Trainer Manual, p. 9) defines psychosocial wellbeing as a result of inter-connections between someone's psychological and social worlds – in other words, a person's INNER world (one's thoughts, emotions, motives, attitudes, beliefs, etc.) and that person's OUTER world or environment (relationships, networks, culture, etc.). Measurement encompasses: 1) internal (emotional wellbeing), Human capacity, Self-regulation, Self-efficacy, 2) Social wellbeing (Social ecology), Safety, School support Safety, Family support and Well-being 3) ability to cope and resilience (Culture and values), Academic Functioning and Hope

³⁵ According to the approved analysis framework at the inception phase the calculation of the indicator was based on the condition that children should answer either always or often on all wellbeing dimensions in the survey.

Related skills are multidimensional and include cognitive, social and emotional aspects. These skills interact and cross-fertilize, and progressively develop as children grow up.

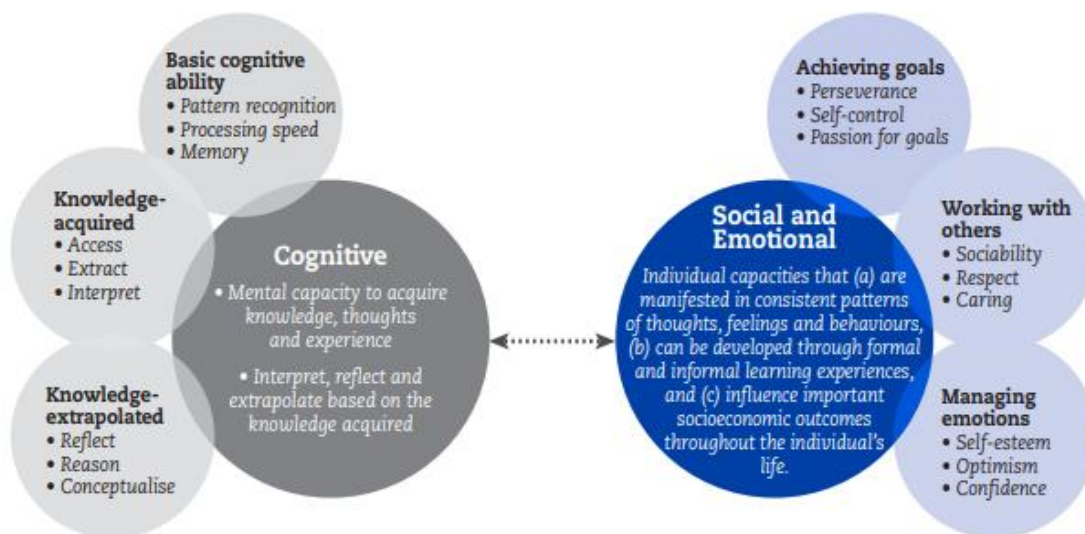
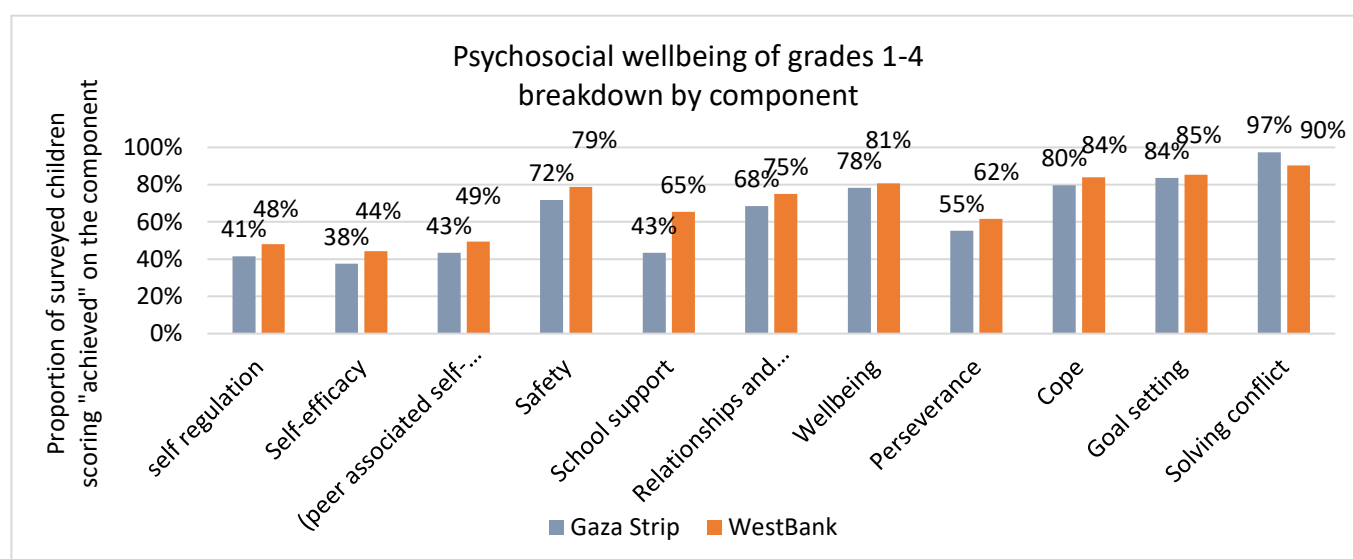


Figure (1)³⁶

The following sections illustrate the findings of the baseline study with regard to children's skills and abilities to perform on these multidimensional abilities. Graph 32 below illustrates the breakdown of the psychosocial wellbeing indicator for children from grades 1-4. 'Human capacity' which refers to physical and mental health and an individual's knowledge, capacity and skills is composed of dimensions including self-regulation and self-efficacy which as illustrated in graph 32, were where children scored the lowest results. The following sections take an in depth look into these dimensions and how children responded to each dimension.



Graph (32)

³⁶ OECD EDUCATION AND SOCIAL PROGRESS 2016

6.2.2.1.1 Self-Regulation

Self-regulation was among the dimensions where children reported least positive responses: only 45% reported having good self-regulation.

No significant differences were found in the proportions of girls and boys responding to the self-regulation dimensions in **Gaza Strip** children grades 1-4. Nevertheless, the number of girls who reported positively on following instructions and waiting their turn in the activities was higher than boys. With regard to being easily frustrated and nagging, a greater number of girls reported positively on this than boys. Lastly, children from this early age tend not to ask for help from their friends for both boys and girls, and significant numbers of them reported they either never or sometimes ask for help (for more details, see Table 60).

Furthermore, in the **West Bank** children reported similar responses to their peers than in GS: 48% of children in the WB have good self-regulation compared to 52% who do not. Table (61) suggests there are some gender differences between boys and girls in regard to some aspects of self-regulation, especially in how often a child likes to follow activity/game instructions. 86% of girls responded that they “always” do so, in comparison to only 67 % of boys (a difference of about 20 %). Also, girls tend to “always” wait their turn during activities inside or outside the classroom which is slightly more than boys (79% to 72% respectively).

6.2.2.1.2 Self-efficacy

Self-efficacy³⁷ is the least positively reported aspect by children and only 41% scored having good self-efficacy, i.e. answering positively on all items under this dimension.

In **Gaza Strip** children’s answers between the girls and the boys differed according to the question. Interestingly, the number of girls who remember information presented in class is higher in comparison to the numbers of boys. On the other hand, the number of girls (17%) who answered they can never stop others from annoying them is significantly higher than the number of boys (8%). It was also found that children answering positively to this question show that both genders are less able to stop others from bullying or annoying them (see Table 62).

The majority of children answered positively on being satisfied with the feeling of accomplishment. Their answers differed when asked if they can make friends and keep them: boys were found to be less able to make friends and keep them compared to girls (88% and 94% respectively).

Additionally, children’s answer on their ability to express their feelings differed from positive to negative. Boys’ answers on never being able to express their feelings is higher than the number of girls (60% boys, 71% girls). Generally, it was found that peer associated self-efficacy is the dimension on which children from this age group scored the lowest among the different self-efficacy dimensions.

In the **West Bank** only 44% of children had good self-efficacy and answered positively on all items under this dimension. Table (63) shows the breakdown of the self-efficacy dimensions disaggregated by gender. Once again, there are some gender differences in regard to self-efficacy in favour of girls. For example, 62%, and 36% of girls said that they “always” can “express their opinions when other classmates disagree with them,” and “get others to stop annoying them or hurting their feelings,” compared to only 48% and 23% of boys respectively. In addition, girls tend to “always” remember information presented in class, more than boys (65% to 53% respectively).

³⁷ Self-efficacy refers to the extent to which individuals believe in their own ability to engage in certain activities and perform specific tasks, especially when facing challenging circumstances (Bandura, 1977[45])

6.2.2.1.3 Peer association self-efficacy

This dimension has been explained earlier under the social connectedness in section 6.2.1.1.2 (Table 20 and 21).

6.2.2.1.4 School support³⁸

School support for children 1-4 will further assess the social ecology dimension of the children targeted and their interaction with school staff and management. This dimension was among the least highly scored: only 54% of children reported positively on school support.

In **Gaza Strip**, only 43% of children find school support positive, and around 62% of children answered that they always or most of the time seek school staff's support (teacher, counsellor, school principal) when they are annoyed or facing a problem. A slight difference characterises girls and boys, where girls were found to be less frequently seeking school staff support: 20% girls answered never compared to 11% of boys. While the percentages of children who said that the teachers ask about them is more than those who seek teachers support, 75% said that teachers either most of the time or always ask about them. More girls (9%) answered 'never' compared to boys (3%). Regarding teachers' support for homework accomplishment, most of the children (80%) found the needed support, with slight differences between boys and girls where boys who say they receive teacher's support 'sometimes' only (18%) compared to girls answering 9%. For further details, see Table 64 in list of tables in Appendix 2.

In the **West Bank**, the percentage of children who reported positive school support is higher (65%) than in GS. Nevertheless, there are some differences between boys and girls. For example, 70% of girls said that their teachers "always" ask and care about them, in comparison to only 52% of boys who said so. Also, 69% of girls said that their teachers "always" support them when they ask for help in understanding a homework, activity or lesson whereas this percentage does not exceed 52% among boys. For further details, see Table 65 in list of tables.

6.2.2.1.5 Perseverance

Emotional skills, children's ability to cope and resilience are the third pillar of psychosocial wellbeing of children. It includes the different dimensions perseverance, cope, goal setting and ability to solve conflicts. The following section illustrates the findings of each dimension in details.

Perseverance refers to steady persistence in a course of action, a purpose, a state, etc., especially despite difficulties, obstacles or discouragement³⁹.

In **Gaza Strip** 55% of children answered positively on the perseverance item with no major differences between boys and girls. A closer glance at each question reveals some differences in the responses of girls and boys, for example the number of girls who can always focus on their homework is higher than that of boys. While the responses of boys and girls were very similar regarding their feelings of frustration if they didn't manage to accomplish a task or homework, interestingly almost 1/3 of the girls report getting easily frustrated if they don't manage to accomplish a task, compared to 22% of boys. Findings show that children's ability to persevere when it comes to tasks accomplishment is weak and they lack the required determination. For further details see Table 66 in list of tables in Appendix 2.

In the **West Bank** 62% of children of both sexes responded positively in regard to perseverance and 38% of them answered negatively which means that they have weak perseverance. There are no significant differences between boys' and girls' percentages in this regard. For further details see Table 67.

³⁸ In order to count children with positive experience of school support, all questions included in the calculation for options always and most of the time.

³⁹ <https://www.dictionary.com/browse/perseverance>

6.2.2.1.6 Coping

Cope is among the most important skills that were assessed in children. Living in the context of Palestine and its related challenges affects children in both GS and WB. GS has been suffering from a protracted crisis since years and Gazan communities live under multi-layer vulnerabilities while WB continues to be affected daily by restrictions, crossings and collective punishment policies. These circumstances leave the children among the most vulnerable groups in Palestine and highlight the importance of children's ability to cope.

In **Gaza Strip**, children who reported positive answers on cope according to the approved analysis framework and definition developed⁴⁰ represent almost 80% of total children surveyed. As can be seen in Table 68, there are no notable differences between proportions of girls and boys in their answers. Children's answers on their ability to calm themselves down if they got upset didn't differ between girls and boys, and more than half feel that they always can calm themselves down when they get angry. While around 20% of boys feel that they are either sometimes or never able to calm themselves down, almost 16% of girls answered the same.

In regard to the different skills or techniques that children reported they use to calm themselves down, in average 15% of children said that they use breathing exercises to calm themselves down, while around 65% confirmed that they dance to do so. Around 37% reported talking to a friend while the remaining said they use other techniques to calm themselves down like watching TV, drinking water or juice, studying, sitting alone, reading a book or the Quran, listening to music and few mentioned that they go to eat. The below Table summarises the number of coping techniques used by children:

Coping skills for children 1-4		Gender	
		Male	Female
1 coping technique	.00	34.2%	40.8%
	1.00	65.8%	59.2%
2 coping techniques	.00	69.7%	69.7%
	1.00	30.3%	30.3%
3 coping techniques	.00	98.7%	93.4%
	1.00	1.3%	6.6%

Table (69)

The Table above shows that the majority of children (62%) use at least on technique to calm themselves down and more boys than girls report having one coping technique. While 30% have two coping techniques, only 4% have 3 coping techniques and the remaining 5% reported doing nothing to calm themselves down.

In the **West Bank**, a large majority (84%) of children from both sexes surveyed reported positive answers in regard to coping. Table 70 (Appendix 2), shows in detail the coping dimensions assessed disaggregated by gender. There are no significant differences between boys and girls except in one item: whereas about 30% of girls reported talking to a friend or a family member to calm themselves down, only 20% of boys answered doing so.

⁴⁰ Children wellbeing survey 1-4 (# of children (girls/boys) < grade 5 who answered (all the time or most of the time) response on at least 3 dimensions of self-regulation AND answered (all the time or most of the time) response on at least 3 dimensions of self-efficacy AND answered (all the time or most of the time) response on at least 3 dimensions of (peer associated self-efficacy) AND answered (all the time or most of the time) response on at least 3 dimensions of Safety AND answered (all the time or most of the time) response on at least 3 dimensions of school support AND answered (all the time or most of the time) response on at least 3 dimensions of relationships and Family support AND answered (all the time or most of the time) response on at least 5 dimensions of wellbeing AND answered (all the time or most of the time) response on at least 2 dimensions of perseverance AND answered (all the time or most of the time) response on at least 2 dimensions of COPE appropriate responses AND answered (all the time or most of the time) response on at least 3 dimensions of Goal settings AND answered appropriate response on at least 3 answers of solving conflict /(total children (girls/boys)< grade 5 surveyed + (total children > grade 5 surveyed))

6.2.2.1.7 Goal setting

Goal setting was among the highest scored dimensions for children grades 1-4, with 84% responding positively. It was measured through a set of questions about specific abilities to think about tasks in the near future and planning them.

Table 71 illustrates in detail a breakdown of the goal setting dimension disaggregated by gender for children in **Gaza Strip**. The majority answered positively on all items of goal setting, with no major gender differences. A slight difference exists in the percentages of boys who see themselves successful in the future compared to girls (90% boys, 96% girls).

In the **West Bank** there are some gender differences between boys and girls in this regard in favour of girls. For example, while 91 % of girls said that they always prepare themselves for the school day (e.g., preparing the bag and dressing well), only 80% of boys said so. Also, 84 % of girls said that they always try to find out what topics they missed that day when they miss a day of school in comparison to only 67% of boys. For more details see Table 72.

6.2.2.1.8 Solving conflict

Solving conflict is among the key intellectual skills which is considered a protective factor⁴¹ that children should have or attain. Children were asked through a scenario introduced in the survey how they would react to a given situation when exposed to a risk. 94% of the children gave appropriate an answer by their reaction to the situation.

In **Gaza Strip**, similar percentages of children proposed they either ask an adult for help (40%) or suggest to share it with another child (44%), and 33% suggested they will talk to that child and ask him/her to give back the toy. Some children gave negative responses to the situation: around 10% of boys reported that they would fight or punch the other child compared to 3% of girls. For more details see Table (73) in the list of tables Appendix 2.

In the **West Bank**, there are two significant differences between boys and girls in this regard. The first is in the following scenario: “when a child is playing with a doll s/he loves and suddenly another child comes and takes it away from her/him, what would they do?” 42 % of girls answered by saying they would share the toy, while only 16 % of boys answered the same way. 11 % of boys said that they would punch the other child or fight with him/her, while none of the girls (0%) chose this option. For more details see Table 74 in Appendix 2.

6.2.2.1.9 Statistical correlation between psychosocial wellbeing dimensions for children 1-4

6.2.2.1.9.1 Correlation significance between school support and children wellbeing for children 1-4

Tables 75 and 76 show that there is evidence for a statistically significant correlation between school support and children’s strong wellbeing in both **Gaza Strip** and **West Bank** respectively. The following are interpretations for one of the correlations in each region:

- There is a strong significant correlation between “When you are annoyed or face problem do you ask (teacher, counsellor, school principal) for help” and “Overall life satisfaction” meaning that the more children find support when they need help the more satisfied they will be about life. (GS)
- There is a strong significant correlation between “When you are annoyed or face problem do you ask (teacher, counsellor, school principal) for help” and “Wellbeing /In the last week, I like being in the school” meaning that the more children find support when they need help the more they like being at school. (WB)

⁴¹A protective factor is something that reduces the risk of negative impacts and increases the chances of positive outcomes. 41- Psychosocial Wellbeing Through Play - Trainer Manual.

Nevertheless, there are some differences between GS and WB. For example, the item related to “School support/ Does the teacher support you when you ask for help in understanding the homework, activity or lesson?” has a stronger correlation among children in WB while in GS the correlation is light or moderate.

6.2.2.1.9.2 Correlation significance between Family support and children wellbeing and for children 1-4

For **Gaza Strip** children there is evidence for a significant correlation between family support and children’s strong wellbeing. The following is an interpretation for one of the items that show a significance of correlation:

- There is a strong significant correlation between “Does your family care about you and ask about you?” and “Overall life satisfaction” meaning that the more children feel family care the more satisfied they are with life.

Very significant statistical correlations were found for children 1-4 in Gaza⁴²:

- There is statistical evidence for a strong correlation between **self-regulation** item (When you have a problem do you ask friends for help?) and the **wellbeing** item of overall life satisfaction with a p-value of 0.004.

There is statistical evidence for a low to moderate correlation between a **goal setting** item (Do you see yourself successful in the future?) and a **wellbeing** item (In the last week, I felt good about myself), $p=.035$.

In the **West Bank** there is statistical evidence for a significant correlation between family support and children’s strong wellbeing. The following is an interpretation for one of the items that show the significance of correlation:

- There is a strong statistically significant correlation between “Does your family care about you and ask about you?” and “Wellbeing /In the last week, I felt good about myself” meaning that the more children perceive family care the more they feel good about themselves.

The following very significant statistical correlations were found for children in WB:⁴³

- There is statistical evidence for a strong correlation between **self-regulation** item (When you have problem do you ask friends for help?) and **wellbeing** item (In the last week, I was happy), $p=0.000047$.
- There is statistical evidence for a strong correlation between **self-regulation** item (Do you like to follow activity/game instructions?) and **wellbeing** item (In the last week, I felt good about myself), $p=0.000171$.
- There is statistical evidence for a strong correlation between **goal setting** item (Do you see yourself successful in the future?) and **wellbeing** item (overall life satisfaction), $p=0.000087$

For further details see Tables 77 (GS) and 78 (WB) in the list of tables in Appendix 2.⁴⁴

6.2.2.2 Children 5-9 psychosocial wellbeing

Gaza Strip	Indicator total	Breakdown by gender	
1000.2 %/total girls and boys that report an overall improvement in their psychosocial wellbeing	17%	Male	Female
		10%	22%

Table (79)

As shown in the above Table, only 17% of children from grades 5-9 score as having positive psychosocial wellbeing at baseline. Similar to social connectedness, the percentage of girls with positive well-being is higher than that of boys. As wellbeing is the interaction between three key pillars of a child’s internal capacities and skills, the social ecology

⁴² These are just some of the findings, in the analysis documents that will be shared RTP will have access to all correlation analysis.

⁴³ These are just some of the findings, in the analysis documents shared RTP has access to all correlation significance analyses.

⁴⁴ Also, for extra correlation significance findings see the analysis documents that are provided under this assignment.

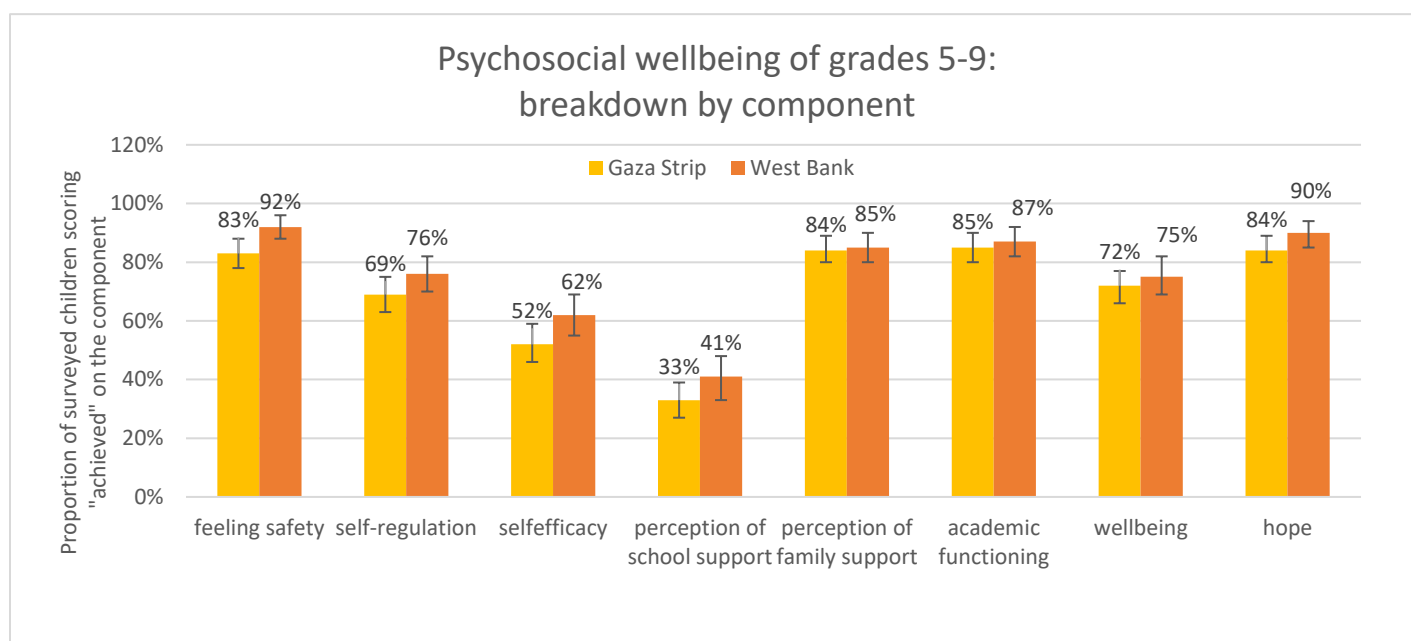
and ability to cope, as explained in figure (1) the combination of all these factors⁴⁵ to achieve great scores requires strong and solid efforts with these children on the ground.

West Bank	Indicator total	Breakdown by gender	
1000.2 %/total girls and boys that report an overall improvement in their psychosocial wellbeing	24%	Male	Female
		15%	32%

Table (80)

As shown in the above Table, only 24% or about one-fourth of children in grades 5-9 have positive psychosocial wellbeing as a baseline. However, there is a significant difference in this regard when comparing girls with boys in favour of girls 32 % versus 13 % respectively.

The following graph shows the different factors included in the definition of psychosocial wellbeing for children from grades 5-9:



Graph (33)

From the graph above it is notable that individual capacity at each dimension is higher compared to all of them combined in one child. Academic functioning was reported to be the highest with 86% achievement among all children surveyed, while only 37% of children have a positive perception of or experience with school support. For more details about school support, please see the social connectedness section, school support section 6.2.1.2.4. The social wellbeing dimensions for children 5-9 findings can be found in detail under social connectedness section 6.2.1.2.2.

The internal capacities and skills (emotional wellbeing) of children 5-9 were assessed by investigating both self-regulation and self-efficacy and are explained thoroughly in the following sections.

⁴⁵ For more details on calculation method see analysis framework Appendix 1.

6.2.2.2.1 Self-efficacy

Self-efficacy⁴⁶ is among the least reported dimensions by the children from grades 5-9. 57% of children answered positively on self-efficacy in **Gaza Strip**. Some gender differences were captured, and generally females were found to have better self-efficacy compared to male students.

82% of girls reported either always or sometimes being able to accomplish their goals, compared to 77% of boys. Around 79% of children find it easy to accomplish their goals either always or sometimes, while rarely or never were reported by 14% and 6% of students respectively. The percentage of girls who reported never to accomplish their goals is slightly higher compared to boys. Moreover, findings from the FGD conducted with girls and boys confirmed that most children are able to accomplish their goals with slight differences between girls and boys, where more girls reported an ability to accomplish their goals saying, "If I am in trouble, I can think of a solution" or "I am confident that I can adapt to events that I had not predicted." For further details see Table 81 in the list of tables in Appendix 2.

On the other hand, in the **West Bank**, gender differences were less pronounced. Children reported similar ability to accomplish their goals (85% girls, 84.5% boys). For further details see Table 82.

6.2.2.2.2 Self-Regulation

Self-regulation⁴⁷ is the second measure of internal capacity that was assessed. The results have revealed that 72% of children answered positively on self-regulation items and it is thereby the third least positively reported dimension.

Children in **Gaza Strip** interestingly responded to varying degree to the three questions measuring their skills in managing stress and the ability to control their emotions. 72% of children said that they either always or sometimes control their temper while the remaining 28% said they either rarely or never can control their temper. A lower percentage of girls reported they always control their temper, and 11% of girls said they can never control their temper compared to 3% of boys.

During the FGD with girls from age 12-15 in Beit Hanoun (North Gaza), their responses were divided regarding the question about their ability to control their temper, some said they can control themselves others said they cannot. One of the girls said, "No I couldn't control myself. I express what is in my heart and I then I start to blame myself why I said this and that...then in order to calm down I go alone to a separate place".

Additionally, 65% of children reported being able to calm themselves down when they are worried while the remaining 35% answered either rarely or never. There is almost no significant difference between girls and boys who reported rarely or never on their ability to calm themselves down. However, in the FGD the vast majority of girls said that they resort to using violence when they are angry: *"When I am angry I hit my little brother, and I break up things, I have to hit something or someone always be my little brother!"*. Another girl said, *"Usually when I am angry at someone like such as when mother, father, or brother hit me... I am not allowed to feel angry and express that!"* These can be also linked to the above item about girls' ability to control their temper.

Nevertheless, both boys and girls in the FGDs mentioned some skills they use in order to calm themselves down, for example girls mentioned drawing, watching a funny movie, talking to someone or singing. Some reported that crying calmed them down. When comparing this to boys' answers in the FGD they said that they use different techniques to calm themselves down, like performing ablution and praying, going to see a friend, going to a calm place, playing games online or drawing some pictures. From the FGDs between boys and girls it's obvious that girls techniques in order to calm themselves down are house based lacking any external activities or going to a place they like outside the house and when compared to the FGD with boys they have mentioned few external techniques like going to a place they like or go and see a friend or play games online. According to the FGDs girls have less freedom compared to boys and ability

⁴⁶ Self-efficacy refers to the extent to which individuals believe in their own ability to engage in certain activities and perform specific tasks, especially when facing challenging circumstances (Bandura, 1977[45])

⁴⁷ For further details about calculation method see the analysis framework Appendix 1.

to move and socialize, therefore they are less exposed to stress release activities and face more restrictions and perhaps discrimination compared to boys which could explain their inability to control their temper.

Moreover, children's answers on their ability to calm themselves down when they are angry was the least positively reported: 60% of children think that they are either always or sometimes able to calm themselves down when they are angry, while the remaining 40% are either rarely or never able to do so. Boys were found to be slightly more unable to control their anger compared to girls as 15% of them reported never to be able to control their anger compared to 8% of girls. For more details see Table 83.

In the **West Bank** although 73% of children reported positively on the self-regulation dimension, there were interesting findings regarding children's ability to control their temper. Both girls and boys (35%,30% respectively) reported either rarely or never being able to control their temper, and as in GS, the girls' percentage is slightly higher than boys. In regard to children's ability to calm themselves down when they are scared, with 48% there were more girls reporting always compared to 38% of boys which is interesting as in FGD findings boys were more worried about the Israeli occupation practices and the feeling of safety. Boys are more exposed to the violent incidents with the Israeli soldiers compared to girls. Girls in the FG were divided in describing how they calm themselves down or control emotions. Some of them mentioned negative ways such as: *"I express my anger at the person who is in front of me, then I gradually calm down."* Others mentioned more positive ways to calm themselves down such as: *"I try to think about positive things or things that I like" or "I eat food. Eating relaxes me."*

On other hand, most of the boys said that they can control their temper when feeling angry or scared. When asked about ways that they found effective to calm themselves down, they mentioned the following: *"I go to sleep and try to forget everything [things that bothered him]"*, *"I read the Quran."* (four of them said they resort to this way). For more details see Table (84).

6.2.2.2.3 Academic functioning

The third pillar of psychosocial wellbeing is children's ability to cope and be resilient which have been measured through the academic functioning and hope dimensions in the SLEC 21 NRC tool. The following sections explain the findings of academic functioning and hope in detail.

With 86%, children's responses on the academic dimension were high compared to other dimensions.

In **Gaza Strip** almost 90% of children said that they can easily concentrate when doing schoolwork, with no major differences between percentages of boys and girls. The FGD with girls revealed that the main reasons affecting girls' concentration are expected daily tasks to support her family. A girl who usually takes care of her younger brother said, *"I don't know how to study, sometimes I have to take care of him, eat, drink, do a shower, so I couldn't manage my mind often I don't study except at night."* Another girl also said, *"I got distracted when my father and brother called for me to make coffee or tea for them"*. Unlike girls, boys do not get distracted by home chores but mentioned other distractions like participating in family social events. 89% of children think they are able to do their best in school with no major differences between girls and boys. For further details see Table 85.

In the **West Bank** children's answers on the academic functioning dimension have also been positively high (87%) which makes it the third highest dimension of psychosocial wellbeing. As Table 86 shows, differences between boys and girls in regard to academic functioning are insignificant except on the "are you able to do your best at school" question. The percentage of boys who said that they "always" "do their best at school" was higher than girls (74 % versus 66 %) respectively.

6.2.2.2.4 Hope

Research shows that “hope” is one of the buffering resilience factors when a child faces stressful life events, which enables the child to pursue his/her goals⁴⁸. Given that hope is a crucial factor to be measured among children living under a protracted crisis and suffering since years the following findings represent the results of the hope dimension in the SLEC 21 tool.

In **Gaza Strip** 84% of children from grades 5-9 provided positive answers on the hope dimension. Almost 94% of children answered either always or sometimes on hoping they will graduate school, with slight differences found in boys' answers on never and rarely which were slightly higher than those of girls. These findings were confirmed by FGDs where the large majority of boys and girls said with confidence that they will graduate from school, to which some added they will support their family, make their family proud or returning the favour by supporting their family after continuing their education is an impartment factor that affects their thinking or feeling on this regard. One of the boys said, *“We must raise the head of our parents up and our family [make them proud], we need to be hopeful about this, because our family takes care of us all of this time, I have the hope to pay them back this favour”*. Despite these boys raised some worries about the future after graduation due to high unemployment in GS and their confidence was observed not to be strong as they were not able to express themselves well. Moreover, girls have shown the strong desire to finish their studies and become successful in life: *“I will become a journalist”* and another girl said *“I hope to go to Turkey after finishing my school to study and to have a good job in the future.”* However, some of them are worried that conservative social norms (masculine or patriarchal culture) may prevent them from freely choosing their job or career in the future, a girl said, *“My dream is to become a ‘crime investigator’ but I don’t know if I am allowed to achieve my dream”*. Another girl said *“I do not see myself in this life [family life], I don’t want to have a family because I want to become a doctor and travel and work, so there will not be time to have family.”* When asked why they cannot have both (continuing your education and becoming a doctor, and having a family), she explained: *“No in our community being a mother means being a mother nothing else!”* In addition, doing well at school also makes some girls and boys are more confident and more optimistic about the future, one of the girls said, *“I’m sure I will finish my school with high grades. My average now is 99.9%...that gives me a lot of hope.”*

88% of children believe that things will turn out well in future, with slight differences between girls and boys where girls' percentages were found to be higher. FGD findings were in line with the quantitative findings in terms of girls' and boys' responses where 8 out 12 said that they always think or believe that things will turn out well in the future. A 15-year-old girl said *“I keep in mind the saying that ‘after darkness there will be sunshine’”* and another girl stated that *“I want to become the first of my class and I know that I can do it.”*

In contrast, some girls with low hope for the future said that *“the situation is not good, it is so bad, I hope it will improve and become better”*. Also, boys referred to not having hope in the future and one boy mentioned a recent incident where a man burned himself to death to escape his bad financial situation.

Similarly, in the **West Bank** hope was the second highest dimension on the psychosocial wellbeing after feeling of safety with 90% positive answers on hope. As illustrated in Table 88, there are significant differences between girls and boys in favour of girls. 95 % and 86% of girls said that they always have hope to graduate from school and that things will turn out great in the future respectively. The respective percentages for boys were 83 % and 74 %.

The explanations given by children in the two WB FGDs were very similar to those giving by GS participants above. To avoid repetition the same explanations have not been repeated. In FGDs, 6 out 9 girls said that they sometimes believe that things will turn out well in the future. Two said that they mostly think that way, and one girl did not answer the question. When probed, some of them mentioned the *“discrimination between boys and girls”* as a main reason for thinking that things might not turn out well in the future: *“we are not allowed to do a lot of things...boys are treated better than us by society.”*

⁴⁸ (Hellman and Tish, 2016, p. 5-6). BACKGROUND DOCUMENT ON MEASURING PSYCHOSOCIAL WELLBEING WITH VALIDATED TOOLS

Boys seemed to have hope that things will turn well in the future more than girls. Only three said “sometimes” that have such hope, while the majority of them think that either “always” or “most of the time” things will turn out well in the future.

6.2.2.2.5 Statistical correlation between psychosocial wellbeing dimensions for children 5-9

6.2.2.2.5.1 Correlation significance between school support and children wellbeing for children 5-9

From tables 90 and 91 it was found there is evidence in **Gaza Strip** and **West Bank** for a significant correlation between school support and children’s strong wellbeing:

- There is a strong significant correlation between “Someone in the school staff (a teacher, the principal, a counsellor) asks me how I am doing (School support)” and “I like being at school (Well-being)”. (GS)
- There is strong statistical significant correlation between “Someone in the school staff (a teacher, the principal, a counsellor) ask me how I am doing (School support)” and “I feel that the teachers and school staff respect me I like being at school I like being at school”. (WB)

6.2.2.2.5.2 Correlation significance between family support with children wellbeing

In **Gaza strip** and **West Bank** there is evidence for significant correlation between family support and children’s strong wellbeing. One of correlations found is the following⁴⁹:

- There is a strong statistically significant correlation between “I feel that the teachers and school staff respect me! and “I like being at school (Well-being)” and “My parents ask me how I am doing (Family support)”. For more details see Table 92 (GS) and 93 (WB).

Very significant statistical correlations were found for children 5-9 in GS:

- There is statistical evidence for a strong correlation between **self-regulation** item (I can control my temper (Self-regulation) and **wellbeing** item (I like being at school), $p=0.000006$ ⁵⁰.

Very significant statistical correlations were found for children 5-9 in WB⁵¹:

- There is statistical evidence for a moderately significant correlation between **self-regulation** item (When I feel angry, I can calm myself down) and **wellbeing** item (I like being at school), $p=0.029545$.

Some gender differences found among Palestinian children 5-9 in the correlation analyses where certain dimensions strongly correlated among a specific gender while not correlating for the other gender. For example, it was found that there is a statistically significant correlation between “I can talk to my parents about my worries (Family support)” and “I have friends at school (Well-being)” for males $p=0.000207$ ⁵² while this correlation does not exist for female students.

⁴⁹ Further correlations were found but to keep the report concise all correlation analyses will be provided in the analysis documents.

⁵⁰ Same as above all.

⁵¹ Some additional findings from the correlation analysis are highlighted here, all analysis files are delivered to RTP.

⁵² Further correlations disaggregated by gender are available in the analysis documents provided as part of the assignment.

6.2.2.3 Psychosocial wellbeing between intervention and control groups

The measure of the psychosocial wellbeing indicator in intervention and control groups produce the following results:

value	Intervention	Control
#	44	9
%	11%	4%

Table (89)

There is a significant difference in psychosocial wellbeing ($p < 0.00$) between the intervention and control groups, with the control group children ranking significantly lower.

When examined by age group, there grade group 1-4 doesn't show a significant difference in the indicators of psychosocial wellbeing between intervention and control group. For 5-9 graders it shows there is a significant difference. Given that this control sample consisted of only females from Rafah, appropriate adjustments were made in the analysis. When the control sample is compared to results just female subjects from the intervention group in the whole of Gaza, psychosocial wellbeing remains significant, suggesting gender did not cause the differences. However, when control sample is compared to results of just Rafah area (both genders), the differences between control and intervention sample disappear (though the sample is now small). This would suggest that there are geographical differences in psychosocial well-being among the older grades.

6.2.3 Indicator 1000.3 % total of classrooms⁵³ and PE facilities that meet criteria for emotional safety/emotional well-being

Classrooms that meet the criteria for emotional safety/emotional well-being are the outcome of the interaction of the following three main components⁵⁴:

- teachers/PE teachers are integrating play-based learning (PBL) into teaching practice.
- children report improved relationships with teachers and that the classroom is a safe place for them.
- active learning classrooms, which includes soft and hard components (gender-responsive PBL methodologies by teachers and physical contents of the classroom).

In light of the above description, a classroom observation tool was developed in order to capture the above three components through observation methodology applied to primary teachers inside classes and PE teachers during their sessions. The following Table illustrates the indicator's baseline⁵⁵ status including gender⁵⁶ disaggregation:

⁵³ Positive Learning Environment for Right To Play, a positive learning environment is one that encourages well-being and a sense of belonging and contributes to children's healthy development and lifelong learning.

⁵⁴ RTP teacher development tool and COF guidebook

⁵⁵ For further details on the calculation method see analysis framework Appendix (1)

⁵⁶ Classrooms are physical components with no gender, the gender here refers to the teacher's gender observed due to the inclusion of teacher's practices within observation results.

Baseline value for the emotional and safe classrooms

Palestine	Indicator total	Breakdown by location	
1000.3: %/total of classrooms and PE facilities that meet criteria for emotional safety/emotional well-being ⁵⁷	32 ⁵⁸ %	Gaza Strip	West Bank
		22%	51%

Table (94)

Almost one third of the surveyed classrooms and schools met the criteria for emotional safety and well-being, with a considerably higher proportion of classrooms meeting those criteria in WB than in GS.

Gaza Strip	Indicator total	Breakdown by gender ⁵⁹	
1000.3 %/total of classrooms and PE facilities that meet criteria for emotional safety/emotional well-being	22%	Male	Female
		23%	21%

Table (95)

West Bank	Indicator total	Breakdown by gender ⁶⁰	
1000.3 %/total of classrooms and PE facilities that meet criteria for emotional safety/emotional well-being	51%	Male	Female
		33%	55%

Table (96)

⁵⁷ Emotional and safe classrooms are the outcome of the interaction of the following components (with reference to the RTP teacher development tool and COF guidebook)

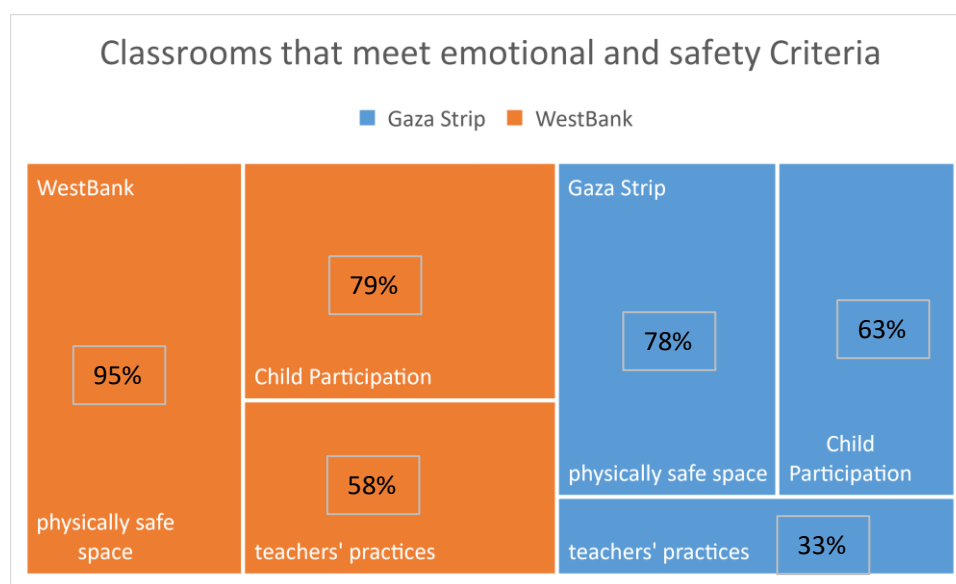
- teachers'/PE teachers are integrating PBL into teaching practice
- children report improved relationships with teachers and classrooms are a safe place for them.
- active learning classrooms, which include soft and hard components (gender-responsive PBL methodologies by teachers and physical contents of the classroom)
- positive learning environment, which for RTP is one that encourages well-being and a sense of belonging, and contributes to children's healthy development and lifelong learning.

⁵⁸ Lot quality assurance sampling used which is allowing to take random schools from different areas to implement observations, but the sample is not statistically representative as per the sample development in the inception phase therefore further recommendations will be addressed in the recommendations section.

⁵⁹ By gender of the teacher

⁶⁰ By gender of the teacher

6.2.3.1 Primary teachers observed inside classes



Graph (34)

As shown in the above graph, the majority of classes⁶¹ observed for primary teachers meet the criteria of physical safety and in the majority of the classes, children were actively engaged and participating during the classes. There are some differences between the two locations where a higher percentage is reported in WB compared to GS. Teachers' practices⁶² were found to be the weakest performing dimension observed with 58% and 33% in WB and GS respectively.

6.2.3.2 Physically safe space

Although 78% of classes observed in **Gaza Strip** met the criteria of a physically safe space, the remaining 22% classes require support to improve the physical safety of the classrooms. The following physical components were the least positively reported on and require improvement and physical support⁶³:

- Classroom space is insufficient in relation to the number of students⁶⁴ (44% of classrooms did not meet adequate criteria)
- Students' seats should be arranged within the classroom to ensure safe movement for students (24% did not meet the criteria adequately).
- The suitability of students' furniture to their sizes and furniture conditions should be improved (28%).
- The degree of sound echo within the classroom should be further assessed so all students can hear the teacher with clarity (15%).
- The classroom environment should be improved to be encouraging and motivating (clean, tidy with educational materials on the walls) (34% of classrooms observed).
- Design, size and location of lockers necessary for the of educational tools in the classroom is not appropriate. (37% observed)

⁶¹ Classrooms observed in both locations are not statistical representative sample but lot quality assurance sampling were used in order to provide trending and initial findings to support RTP in moving forward with this methodology classroom observations.

⁶² For further details on the calculations of the dimensions see the analysis framework Appendix (1)

⁶³ Some dimensions might be not applicable for programming purposes and out of RTP scope of work, therefore these improvements might be further discussed with UNRWA and through Education cluster.

⁶⁴ Students numbers in classroom might be out of control of RTP intervention.

- The humidity inside the classroom is not satisfactory for some classes. (15%)

On the other side in the **West Bank** the vast majority of classes observed (95%) met the criteria of a physically safe space. For example, the classroom environment is encouraging and motivating (53% “always, and 47% “often”). However, there are some aspects that need to be improved further particularly:

- Students' seats should be arranged within the classroom to ensures safe movement for students (32% of classrooms observed did not score satisfactorily).
- Design, size and location of lockers necessary for the educational tools in the classroom is not appropriate (26% observed).
- The humidity inside the classroom is not satisfactory for some classes (26% observed).
- The suitability of distribution of plugs inside the classrooms (16% observed).
- The location and distribution of cloth hangers within the classroom needs to be improved (10% observed).

6.2.3.3 Primary teachers' practices

Teachers' practices⁶⁵ are divided into sub-domains and each domain is composed of a set of items that are observed during the classes. The domains are:

1. Problem behaviour management (4 items)
2. The teachers' encouragement towards children (2 items)
3. The teachers' communication style with children (4 items)
4. Gender inclusion and equality (3 items)
5. Inclusion of children living with disabilities (3 items)
6. The children are engaged through participatory learning (4 items)
7. Children are engaged in games and play activities in the classroom/PE session (1 item)
8. Children are engaged in play-based, experiential learning during lessons/PE session (3 items)

6.2.3.3.1 Problem behaviour management

Teachers' problem behaviour management in the “Observed Classes” in Gaza Strip disaggregated by Gender		Teachers' gender	
		Female	Male
The child is encouraged to learn about the impact of the behaviour E.g. why it is wrong, which behaviours would be better, etc	never	0.0%	5.0%
	rarely	15.2%	15.0%
	Often	42.4%	45.0%
	Always	42.4%	35.0%
The child has the opportunity to discuss his/her behaviour, is listened to, and is given an opportunity to explain his/her behaviours	rarely	27.3%	15.0%
	Often	36.4%	50.0%
	Always	36.4%	35.0%
The child's behaviour is managed in a calm, patient, and non-stressed manner	rarely	15.2%	15.0%
	Often	36.4%	30.0%
	Always	48.5%	55.0%
Children are not physically punished, disrespected, or made to feel scared, fearful or ashamed	never	3.0%	0.0%
	Often	45.5%	38.1%
	Always	51.5%	61.9%

Table (97)

⁶⁵ These domains are for both primary teachers and PE teachers.

From the Table above, key gaps have been identified in teachers' behaviour management practices in **Gaza Strip** as follows, listed in order of poorest performance (score of rarely or never) to the least:

1. Providing the child with the opportunity to discuss his/her behaviour, is listened to, and is given an opportunity to explain his/her behaviours. (female teachers are observed less frequent on this item compared to male teachers).
2. A child is encouraged to learn about the impact of the behaviour e.g. why it is wrong, which behaviours would be better, etc
3. The child's behaviour is managed in a calm, patient, and non-stressed manner.

Teachers' Problem Behaviour Management in the "Observed Classes" in the West Bank disaggregated by gender		Teacher's gender	
		Female	Male
The child is encouraged to learn about the impact of the behaviour (e.g., why it is wrong, which behaviours would be better).	rarely	6.3%	0.0%
	Often	37.5%	66.7%
	Always	56.3%	33.3%
The child has the opportunity to discuss his/her behaviour, is listened to, and is given an opportunity to explain his/her behaviours	Often	37.5%	33.3%
	Always	62.5%	66.7%
The child's behaviour is managed in a calm, patient, and non-stressed manner	Often	56.3%	33.3%
	Always	43.8%	66.7%
Children are not physically punished, disrespected, or made to feel scared, fearful or shamed.	Often	21.4%	0.0%
	Always	78.6%	100.0%

Table (98)

As shown in the Table above the first three positive practices (children are encouraged to learn about the impact of their behaviour, children's behaviour is managed by teachers in a calm, patient, and non-stressed manner, and children are not physically punished, disrespected, or made to feel scared, fearful or shamed) have been applied by the vast majority of both male and female teachers either "always" or "often." However, there are some limited differences in problem behaviour management between male and female teachers. For example, while all male teachers (100%) encourage children to learn about the impact of the behaviour such as why it is wrong, which behaviours would be better, only 94% of female teachers do so. Also, while about 67% of male teachers "always" manage "the child's behaviour is in a calm, patient, and non-stressed manner," only 44% of female teachers have been observed "always" doing so. However, the Table also shows that the first three "positive" practices have been applied by both male and female teachers either "always" or "often."

Finally, despite the positive image which these results portray about classes and teachers' practices in the schools of the WB, one should deal with the results of classrooms observation cautiously first because the observed sample is not statistically representative and should be triangulated with other data, and second because the word "often" does not mean that some negative practices by teachers are absent completely. For example, if one-fourth of female teachers were "often" (rather than "always") observed "not physically punished, disrespected, or made to feel scared, fearful or shamed" that does not mean they do not use such negative practices sometimes. As mentioned earlier several boys and girls in grades 5-9 who participated in the two FGDs mentioned that some of their teachers do use physical and verbal violence with them.

6.2.3.3.2 Teachers' encouragement towards children

Teachers encouragement towards children in the "Observed Classes" in Gaza Strip disaggregated by gender		Teachers' gender	
		Female	Male
Children are encouraged and actively acknowledged, even if they give incorrect answers	rarely	9.1%	0.0%
	Often	54.5%	57.1%
	Always	36.4%	42.9%
Children are recognized with positive, friendly and caring body language and tone E.g. Good eye contact, friendly facial expressions like smiling, demonstrative gestures, varied tone, etc.	rarely	12.1%	9.5%
	Often	33.3%	28.6%
	Always	54.5%	61.9%

Table (99)

From the Table above it is observed that the majority of teachers in GS are using techniques to encourage children to participate, with some gender differences where female teachers are being observed using active acknowledgement and positive and friendly body language less than male teachers. Priority should be to focus on the use of positive, friendly, and caring body language with children to further encourage them to participate.

Teachers Encouragement towards children in the "Observed Classes" in the West Bank disaggregated by gender		teacher's gender	
		Female	Male
Children are encouraged and actively acknowledged, even if they give incorrect answers	Often	37.5%	66.7%
	Always	62.5%	33.3%
Children are recognized with positive, friendly and caring body language and tone (e.g. good eye contact, friendly facial expressions like smiling, demonstrative gestures, varied tone, etc.	Often	26.7%	0.0%
	Always	73.3%	100.0% ⁶⁶

Table (100)

As Table (100) above shows the majority of teachers in the **West Bank** have been observed using techniques to encourage children to participate in class discussions. However, there are differences between male and female teachers. For example, all males⁶⁷ (100 %) were "always" observed to recognize their students with positive, friendly, and caring body language and tone, in comparison with 73% of female teachers. On the other hand, 63% of female teachers were observed to "always" encourage their students and actively acknowledge them even if they give incorrect answers, compared to only 33% of male teachers. In the words of the teachers who participated in the FG conducted at Abu Dis Co-Edu school, *"of course, we use encouragement all of the time. The educational processes cannot be conducted without it. Encouragement is divided into two types; verbal and materialist. We use verbal encouragement continuously such as telling a student 'you are excellent...I'm happy with you...you have a beautiful handwriting...you read very well...we also put the names of students on our website with some pictures so students and parents can see it...etc. In regard to the materialist encouragement, we sometimes, give students small gifts."*

6.2.3.3.3 Teachers' communication style

On average 94% of teachers in **Gaza Strip** were applying appropriate communication with children, and only few differences were noticed between female and male teachers' percentages. For example, 12% of observed classrooms with female teachers rarely actively listened to the children compared to 0% of male led classrooms.

FGDs conducted with teachers have confirmed the above findings where all teachers reported that they consider proper communication with children very carefully and do not use physical punishment.⁶⁸ Teachers in the two FGDs stressed that physical punishment is prohibited in UNRWA schools so they communicate with students verbally and

⁶⁶ Similarly to Gaza, West Bank sample for classroom observations is 20 classes (17 female teachers, 3 male teachers)

⁶⁷ WB sample of teachers' observed is 20 and if am not mistaken only 3 male teachers and this cause this deviation in figures

⁶⁸ The context of the question was in communication with children, but teachers mentioned physical punishment here as an example of a bad communication approach with children

try to motivate them to learn and behave well through positive reinforcement. A teacher from an east Gazan school said, *"We use verbal communication in a nice way with students such as saying good morning; calling them heroes, and we even use the word mama...etc. but sometimes we have to shout at them and be firm because you have to use different ways with different students...for example boys in the sixth grade, differs from the younger ones... they are more sensitive as they start to become adolescents, so we will be more careful in how we communicate with them..."*.

Despite the positive findings related to the communication style of the teachers, some aspects of teachers' communication style need to be reinforced, particularly that of female teachers since the percentages of female teachers who rarely apply the required item is higher than male teachers⁶⁹:

- 1- Active listening to the children.
- 2- Clarifying and rephrasing instructions when necessary.
- 3- Clear instructions with the appropriate volume and speed.

On average 92% of teachers in the **West Bank** were applying appropriate communication with children. However, some differences were noticed between female and male teachers. For example, 0% of observed classrooms with female teachers are "never" actively listening to the children that in comparison to 33% of males who were observed to "never" actively listen to the children when they talk.

Teachers in the Abu Dis FG mentioned in this regard that *"We deal with students with respect...we treat them like our own kids.... We listen to them and we try as much as we can to be patient with them. For example, if a student or some students did not understand a subject the first time, we explain it to them at least one more time."*

"To maintain their attention, we use more than one method to deliver ideas to them. For example, we use story-telling as well as games. It is hard to keep young kids concentrating if do not use a variety of teaching methods." and *"We talk individual differences into consideration. For example, students who have difficulties in understating certain subjects such as in math we give them different tangible examples."*

6.2.3.3.4 Gender inclusion⁷⁰

Gender inclusion and equality has been observed being applied by most of teachers in **Gaza Strip**: 28% of males and 18% of female are providing equal participation for both boys and girls. 3% of female teachers never do this compared to 0% of male teachers. Giving the children roles and have them participate in activities that are non-traditionally fulfilled by their gender is observed less compared to the first item with 18% male, 12 % female respectively and only females were observed never to apply this item. Teachers have reasoned their limited ability to give girls and boys activities that are non-traditionally fulfilled by their gender to the students themselves or their parents and the traditional perceptions they carry from their communities: *"The issue here is not we allow or are not allowed students to take on roles and participate in activities that are non-traditionally fulfilled by their gender...it is actually students themselves boys and girls who refuse to participate in such activities and playing these roles and sometimes even the parents refuse that their kids play such roles and may consider it as an insult to their children."*

During the FGD with female teachers in north Gaza, all teachers confirmed that *"We give girls and boys equal opportunities to participate in classroom activities, but some of the students especially male students refuse sometimes to participate, but with some encouragement they do participate."* Also, another teacher reinforces the equal participation they apply regardless of the student's gender, *"From our side all students in the classroom are equal, but mostly the rejection [to participate in some class activities] comes from students themselves."*

⁶⁹ Worth to note that female teachers are more in the sample compared to male

⁷⁰ 78% of responses were not applicable since the observed classes are either mainly female or male. Non-applicable options were excluded and the above percentages represent the applicable classes that include both genders. Considering the insignificant representation of the sample means the findings can't be generalized.

On the other hand when they were asked if they pay attention to gender differences between girls and boys, all the female teachers said that they treat boys and girls differently, one of them explained further, *"I treat males completely different than females, because their 'nature' is different as God created them differently male students tend to bully female students, whereas females are quieter and I try as much as I can to keep males away from females to avoid harm and violence against girls"*.

Gender inclusion and equality has been observed being applied by most of teachers in the **West Bank** also. For example, it was observed (100%: 75% "always", and 25% "often") that girls and boys were given equal opportunities to participate in classrooms activities (e.g. to give answers, to ask question, express their ideas). However, some differences were noticed between female and male teachers in this regard in favour of male teachers. For example, male teachers gave boys and girls roles and allow them to participate in activities that are non-traditionally fulfilled by their gender (67%). That was compared to only 38% of female teachers observed.

This difference may be due to the fact that males in a masculine society are more able to challenge social norms than females who tend to be "more careful" in facing or challenging such norms. In the words of a male teacher participating in the Abu Dis FG co-ed school in Jerusalem governorate *"I personally ask female students to sit beside male students because there is nothing wrong with that...they are too young...in grades 1-4...they also look like sisters and brothers..."* However, some teachers in the same FG mentioned that things start to change when those students get to grade six *"if you make a boy sit beside a girl he would feel or see that as an insult so he would refuse."* Another teacher noted that *"when the class is mixed boys and girls, it become quieter than when it is only boys or girls.... because boys and girls interact with each other less that when there is only one sex in the class."*

6.2.3.3.5 Inclusion of children living with disabilities and special needs⁷¹

Inclusion of children living with disabilities and special needs in Gaza Strip		Teacher's gender	
		Female	Male
Children living with disabilities actively participate in the classroom activities or discussions	rarely	0.0%	33.3%
	Often	28.6%	0.0%
	Always	71.4%	66.7%
Lesson is modified or adapted to include children living with disabilities, if necessary	Often	28.6%	66.7%
	Always	71.4%	33.3%
Children living with disabilities (visible and non-visible) are identified by the teacher	rarely	9.1%	0.0%
	Often	18.2%	42.9%
	Always	72.7%	57.1%

Table (101)

Inclusive education requires improving education systems to become more responsive to the needs of all students. Consequently, inclusive education requires a shift from a medical model that focuses on individual students' deficits' assuming special services and staff are required, towards a social model that addresses attitudinal and environmental barriers to learning and participation, acknowledging that meeting students' needs is a shared responsibility⁷². Given that and in light of the above the following items require further attention from RTP during implementing the activities and teachers' training:

- Modifying or updating the lessons to include children with disabilities.
- Enhance teachers' abilities to identify children living with disabilities (visible and non-visible).

⁷¹ 76% of responses were not applicable since the observed classes don't necessarily include children with disability. Non-applicable options were excluded and the above percentages represent which included children with disability. Considering the insignificant representation of the sample means the findings can't be generalized but results can be used for programming purposes.

⁷² UNRWA, 2013, *Inclusive Education Policy*, located on 2nd April 2019 on <https://www.unrwa.org/userfiles/2013052935318.pdf>

In an FGD conducted with a mix of teachers in East Gaza, all teachers confirmed that the school has plans for children with disabilities and how to integrate and include them properly in the education with other students: *“There are files and plans for students with disabilities in the school. The school encourages the integration of students with disabilities and takes their special needs into consideration. For example, for a student with a visual disability we enlarge the examination papers, and for a student with learning difficulties we add some special materials, however, there is shortage of resources to support these students”*. In another school in North Gaza the situation was different where participants confirmed that there is no clear policy about inclusion of children with disabilities: *“There is no policy adopted by the school to deal with students with disabilities except some small actions taken by the school management, and usually the students with disabilities can be taken care of and supervised by NGOs.”* Some teachers find mental disability very challenging to manage inside the classes: *“There was a student with a mental disability making loud voices in the classroom, and beating other students as well as spitting on them. She was hyper but we did not know how to deal with her because she did not understand what we are trying to explain to her”*.

Inclusion of children living with disabilities and special needs in the West Bank		Teacher's gender
		Female
Inclusion of children living with disabilities/special needs/ Children living with disabilities actively participate in the classroom activities or discussions	Often	75.0%
	Always	25.0%
Inclusion of children living with disabilities/special needs / Lesson is modified or adapted to include children living with disabilities, if necessary	Often	40.0%
	Always	60.0%
Inclusion of children living with disabilities/special needs / Children living with disabilities (visible and 2n-visible) are identified by the teacher	Often	62.5%
	Always	37.5%

Table (102)

As Table 102, shows a majority (60%) of teachers “always” include children living with disabilities or special needs by modifying or adapting to include such children. However, when it comes to the other two practices (identifying children with disabilities or special needs, and encouraging such children to actively participate in the classroom activities or discussions) only a minority of teachers (38%, and 25%) always adopt such practices. Gender differences do not apply here because all of the teachers observed were females.

Some of teachers participating in the FG conducted in Dheisheh Refugee Camp in Bethlehem made a distinction between students with “mental disabilities” and other disabilities such as “movement disability” explaining that it is sometimes harder to include children of the first type. In the words of one of them: *“I used to have a boy who suffers from a movement disability...He was excellent academically and I used to ask him to go and write on the blackboard and to bring things to the class like any another student. However, I had another boy who suffers from Autism. Including him in class activities was more challenging sometimes...you have to be very careful when dealing with cases of mental disabilities... I had to consult the school’s councillor a lot.”*

6.2.3.3.6 Children’s engagement through participatory learning

The majority of teachers in **Gaza Strip** (79%) are observed to appropriately engage children in participatory learning while the remaining teachers are either never or rarely engaging the children appropriately. The following are the key items observed in descending order from the most frequently observed to the least:

- 1- The children are asked questions and answer questions (94% observed either always or often).
- 2- Children who are participating less are included and encouraged E.g. they are asked questions, invited to participate, etc. (72% observed either always or often remaining 28% are never and rarely).
- 3- Children are noticed by the teacher if they are not participating (72% observed either always or often remaining 28% are never and rarely).

- 4- The children have opportunities to discuss, practice and expand on what they learned E.g. in small groups, through interactive activities, etc. (74% observed either always or often and remaining 26% are never and rarely).

The above findings revealed that the following practices should be strengthened and reinforced among teachers from both genders, as there are no major differences in observed teachers practices by gender.

Additionally, a majority of teachers in the **West Bank** also were observed appropriately engaging children in participatory learning. The following are some of the key findings in regard to the engagement of children:

- 1 The children were asking and answering questions (observed in 95% of classes either “always” or “often”).
- 2 Children who participated less have been included and encouraged (e.g. they were asked questions and were invited to participate by their teacher) (almost 100% observed either always or often).
- 3 Children were noticed by teachers if they were not participating (almost 100% observed either always or often).
- 4 The children had opportunities to discuss, practice and expand on what they learned (e.g., in small groups, through interactive activities). (89% observed either always or often).

6.2.3.3.7 Children are engaged in games and play activities in the classroom

The engagement of children in games and play activities in the classroom in the “Observed Classes” in Gaza Strip disaggregated by Gender		Female	Male
Children are involved in generalized (not subject-specific) games and play during the lesson E.g. energizers, relays, etc.	never	13.3%	0.0%
	rarely	23.3%	21.1%
	Often	20.0%	36.8%
	Always	43.3%	42.1%

Table (103)

The Table above illustrates that 28% of classes observed in **Gaza Strip** are either never or rarely involving children in generalized games or activities, more female teachers observed not practicing games (13%) than male teachers (0%).

As Table (104) shows, a majority of teachers in the **West Bank** have been observed involving their students in generalized (not subject-specific) games and play during the lesson (e.g., energizers and relays). However, about one-third of male teachers have rarely done so.

The engagement of children in games and play activities in the classroom in the “Observed Classes” in the West Bank disaggregated by Gender		Teacher's gender	
		Female	Male
Children are involved in generalized (not subject-specific) games and play during the lesson e.g., energizers, relays, etc.	Rarely	0.0%	33.3%
	Often	40.0%	0.0%
	Always	60.0%	66.7%

Table (104)

6.2.3.3.8 Children are engaged in play-based, experiential learning during lessons

The engagement of children in play-based, experiential learning during lessons in the “Observed Classes” in Gaza Strip Disaggregated by teachers’ gender		Teacher's gender	
		Female	Male
Children are engaged in play-based, experiential learning during lessons /Children are engaged in a Reflect, Connect, Apply (RCA) discussion about the learning from the game/activity	not applicable	9.1%	14.3%
	no response	0.0%	0.0%
	never	15.2%	4.8%
	rarely	12.1%	4.8%
	Often	24.2%	47.6%
	Always	39.4%	28.6%
	not applicable	3.0%	14.3%
	no response	0.0%	0.0%

Children are engaged in play-based, experiential learning during lessons /Children have the opportunity to link the game/activity to the curriculum being taught E.g. through explanations or general questions	never	15.2%	0.0%
	rarely	12.1%	9.5%
	Often	27.3%	42.9%
	Always	42.4%	33.3%
Children are engaged in play-based, experiential learning during lessons Children are engaged in subject-specific games or play-based learning activities in the classroom	not applicable	3.0%	19.0%
	no response	0.0%	0.0%
	never	6.1%	4.8%
	rarely	15.2%	9.5%
	Often	33.3%	38.1%
	Always	42.4%	28.6%

Table (105)

Almost 37⁷³% of primary teachers are observed applying play-base techniques frequently across the three dimensions assessed, with slight gender differences found: more female teachers were observed to never and rarely apply play-based techniques (17% and 13% respectively), compared to male teachers (6% and 6% respectively). Moreover almost 19% of observed classes were never or rarely providing children with the opportunity to link the game/activity with the curriculum. Lastly, children's engagement in subject specific games was observed in 37% of classes "always" in 35% "often", and the remaining classes were either never or rarely observed to practice this (28%).

The observation is consistent with FGD findings where the teachers admitted that the engagement of their students in games and play activities in the classroom and the practice of such activities is very rare and limited although they all realize the importance and value of using a play-based approach: *"play-based methodology is very useful and good for students and for learning...they also help in improving the educational environment in the classrooms and make a big difference in the students' performance"*. Nevertheless, there are many challenges on the ground hindering teachers from being able to do so on a continuous basis. Teachers in both schools confirmed that the large number of students in class and the lack of resources are the main reasons for not applying play-based activities properly: *"the use of games and play activities in the classroom is very rare because of the large number of students in a single classroom. Such activities require time, tools and a proper environment and all of these are not available to us"*, while another teacher said, *"We sometimes practice some few [games and play] activities...but, in general, the practice of such activities is limited inside the classroom... this is just because of the large number of students inside classrooms, and our school is primary school... Thus, the students are so young and need more time to be involved in these activities."*

Using play-based techniques was the dimension least frequently/systematically practiced compared to other dimensions. The high average number of students in the classroom compared to time dedicated to each sessions, limited resources and challenges of having double shift schools have left the teachers with serious challenges affecting their ability to consistently apply play-based approach inside their classes.

The engagement of children in play-based, experiential learning during lessons in the "Observed Classes" in the West Bank Disaggregated by teachers' gender		teacher's gender	
		Female	Male
Children are engaged in play-based, experiential learning during lessons /Children are engaged in a Reflect, Connect, Apply (RCA) discussion about the learning from the game/activity	not applicable	0.0%	0.0%
	no response	0.0%	0.0%
	never	0.0%	0.0%
	rarely	6.2%	0.0%
	Often	31.2%	33.3%
	Always	62.5%	66.7%
	not applicable	0.0%	0.0%

⁷³ Worth mentioning that observation visits were pre-planned with UNRWA schools and not sudden visits which is more reliable in terms of observations compared to the planned classroom visits.

Children are engaged in play-based, experiential learning during lessons /Children have the opportunity to link the game/activity to the curriculum being taught E.g. through explanations or general questions	no response	0.0%	0.0%
	never	0.0%	0.0%
	rarely	0.0%	0.0%
	Often	37.5%	33.3%
	Always	62.5%	66.7%
Children are engaged in play-based, experiential learning during lessons Children are engaged in subject-specific games or play-based learning activities in the classroom	not applicable	0.0%	0.0%
	no response	0.0%	0.0%
	never	0.0%	0.0%
	rarely	0.0%	33.3%
	Often	40.0%	0.0%
	Always	60.0%	66.7%

Table (106)

Almost 94% of primary teachers are observed applying play-based techniques including discussion about learning from a game/activity during lessons, as well as engaging children in subject-specific games or play-based learning activities in the classroom. Almost all of them (63% “always,” and 37% “often”) were observed giving children the opportunity to link the games/activities to the curriculum being taught (e.g., through explanations or general questions). It was also observed that male teachers were applying these three techniques slightly more than female teachers.

Teachers in the two FGs (Dheisheh and Abu Dis) mentioned that they use games and experiential learning during sessions such as cards, story-telling, “crossword puzzle,” a game called “read, guess, and extract” “drama and acting” to deliver certain subjects, clay, etc. Teachers in Abu Dis FG, for example, gave interesting examples of how they use experiential learning:

“We cooperate with the local community in providing our students with applied and experiential learning. For example, in lessons about First Aid and the role of police as well as firefighters we ask representatives from the First Aid, Police, and Civil Defense departments to come to the class and speak to children. We also invite physicians and dentists to explain certain subjects to students and answer their questions.”

In the same context, a science teacher mentioned that he sometimes asked his students “to video-tape certain subjects, to write a report about those subjects, and present the report in class...This gave us the opportunity to know which students have difficulty in writing.”

6.2.3.3.9 Child participation

Active child participation in the learning process is the ultimate outcome of reinforcing the classroom learning environment. The following Table (107) illustrates observation findings in regard to child participation in Gaza Strip.

The observation checklist included two dimensions under child participation, the first one is equal opportunities given to all children inside the class to participate. The observations are as follows:

Equal opportunities for children in the observed classes in Gaza strip disaggregated by teachers' gender		Teacher's gender	
		Female	Male
All children have equal opportunities to participate in the lesson (based on how the lesson is designed and conducted)	None of the children	3.0%	0.0%
	Some of the children (less than half)	9.1%	15.0%
	Most of the children (more than half)	39.4%	45.0%
	All of the children	48.5%	40.0%
Children who are participating less are included and encouraged	None of the children	3.0%	0.0%
	Some of the children (less than half)	30.3%	35.0%

E.g. they are asked questions, invited to participate, etc.	Most of the children (more than half)	33.3%	40.0%
	All of the children	33.3%	25.0%

Table (107)

Overall, teachers were found to be giving all children equal opportunities to participate in the lesson, while some of them provide these equal opportunities to some of the children and not all of them (15% female, 9% male). On the other hand, in regard to the inclusion of less participating children and in light with Table (107), almost 33% of observed classes have not been able to engage all or most of children who are less participating.

The child participation dimension was the least positively scored during the observations: 63% of classes meet the criteria for child participation⁷⁴, although the teachers' practices observed are high. The observation results regarding child participation are presented in ascending order from the least to the most observed:

- 1- The children ask the teachers questions (29% of male classes reported no children asked questions to the teacher compared to 15% of female classes).
- 2- The children share ideas, opinions, and/or feelings with their teacher (13% and 28% of classes none of the children shared ideas or only some do with slight gender differences where percentages of classes observed with female teacher are more commonly observed with no children sharing opinions and ideas).
- 3- The children assist classmates in solving problems or understanding questions (6% and 43% of classes none of the children or some of them respectively assist their classmates in solving problems).
- 4- The children look comfortable and relaxed E.g. smiling, laughing, relaxed posture, no signs of worry, etc. (2% and 17% of classes observed none and some of children look comfortable respectively. Female teachers' classes observed more children comfortable compared to the male teachers).
- 5- Children participate actively in working groups (9% and 15% of classes observed active child participation in the working groups respectively).

School counsellors also play a role in creating a gender-responsive learning environment in schools and are eager proponents of gender equality at school. For a majority of the counsellors (63%), giving girls and boys equal opportunities to participate in session activities is not applicable. The rest of the 35% said to be always doing so. Counsellors in an FGD in Rafah said that they don't carry out class activities and hence the question about treating girls and boys the same in sessions didn't apply to them. However, they mentioned that they treat boys and girls equally and work to achieve gender equality inside the school environment. To ensure children are comfortable and to avoid physical contact between boys and girls, counsellors use activities such as sticks, small balls, or nets.

The counsellors in the Rafah FGD mentioned the following to explain how they react to unfriendly gender-biased attitudes by peers, *"This sometimes happened only in coed-schools such as primary schools. However, this does not apply to elementary schools. When a teacher notices such practices s/he, or when there is a complaint from a student or a parent, the 'accused' child will be referred to the school counsellor to deal with it. We [counsellors] deal with such cases either by provide individual counselling, or if needed we conduct group counselling...We also could talk to the parents of that child...etc. that differs from case to case..."*. Two counsellors reported incidences where they had let a boy or a girl play the role of another and faced complaints by the parents or the student faced ridicule by his peers.

Most counsellors (86%) said to be collaborating with teachers to deliver play-based group counselling sessions, however, a minority said they rarely or never do.

⁷⁴ For details on the calculation method see the analysis framework Appendix 1.

Equal opportunities for children in the observed classes in the West Bank disaggregated by teachers' gender		teacher's gender	
		Female	Male
All children have equal opportunities to participate in the lesson (based on how the lesson is designed and conducted)	None of the children	3.0%	0.0%
	Some of the children (less than half)	9.1%	15.0%
	Most of the children (more than half)	39.4%	45.0%
	All of the children	48.5%	40.0%
Children who are participating less are included and encouraged E.g. they are asked questions, invited to participate, etc.	None of the children	3.0%	0.0%
	Some of the children (less than half)	30.3%	35.0%
	Most of the children (more than half)	33.3%	40.0%
	All of the children	33.3%	25.0%

Table (108)

In the **West Bank** most of the teachers were also found to be giving all children equal opportunities to participate in the lesson, while some of them provide these equal opportunities to some children but not all of them (6% female, 0% male). On the other hand, no observed class have not engaged inactive children.

The results of **child participation** are as follows:

- 1- The children share ideas, opinions, and/or feelings with their teacher (about one-third or 32% of classes reported that some of the children shared ideas, opinions, and/or feelings with their teacher). No gender differences have been noticed in this regard.
- 2- The children ask the teachers' questions: 21% of classes reported that none of the children have asked teachers questions or only some of them did so (11% and 10% respectively). (13% of male classes reported no children asked questions to their teachers compared to 0% of female classes).
- 3- The children look comfortable and relaxed e.g. smiling, laughing, relaxed posture, no signs of worry, etc. (16% of classes observed some of children looked comfortable and relaxed). Classes managed by female teachers observed more children comfortable compared to male teachers).
- 4- The children assist classmates in solving problems or understanding questions (10% and 11% of classes none of the children or some of them respectively assist their classmates in solving problems). (13% of male classes reported no children assist classmates in solving problems compared to 0% of female classes).
- 5- Children participate actively in group work (5% of classes observed some of children participated in group work). Classes managed by female teachers were observed to have more children participate actively in group work compared to male teachers).

6.2.3.3.10 Classroom observations correlation significance analysis⁷⁵ (key findings)

Gaza Strip

- There is statistical evidence for a strong significant correlation between **child participation** item (The children ask the teacher questions) and **teachers' using play-based methodologies** item (Children are engaged in play-based, experiential learning during lessons, Children are engaged in subject-specific games or play-based learning activities in the classroom), p-value 0.00005.

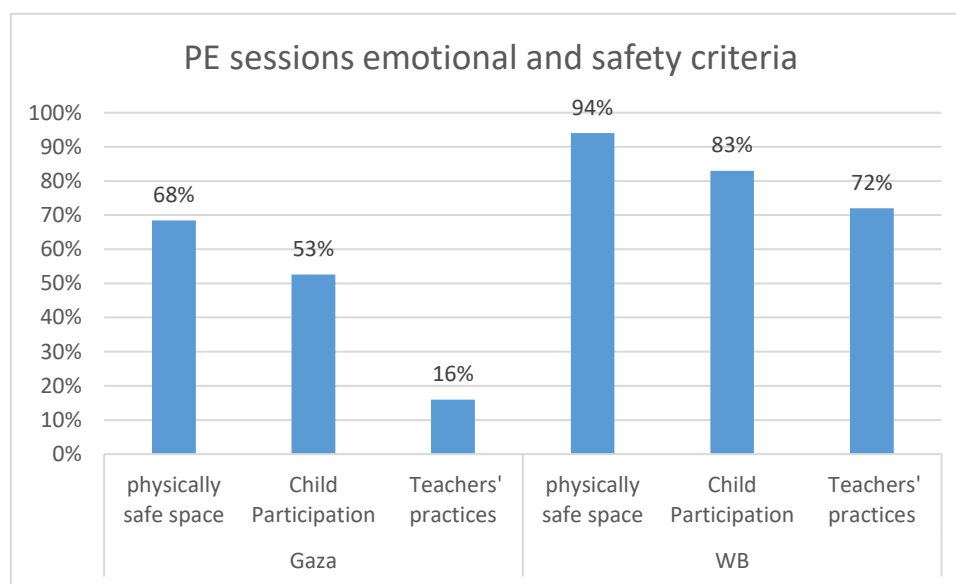
⁷⁵ These are just some of the findings, in the analysis documents shared, RTP will have access to all correlation significance analyses

- There is statistical evidence for a strong significant correlation between **child participation** item (The children share ideas, opinions, and/or feelings with their teacher) and **teachers' using play-based methodologies** item (Children are engaged in play-based, experiential learning during lessons /Children are engaged in a Reflect, Connect, Apply (RCA) discussion about the learning from the game/activity), p-value 0.000.

The West Bank

- There is statistical evidence for a moderate significant correlation between **child participation** item (Children: Child Participation actively participate in group work) and **teachers' using play-based methodologies** item (Children are engaged in play-based, experiential learning during lessons /Children have the opportunity to link the game/activity to the curriculum being taught E.g. through explanations or general questions), p-value 0.011886
- There is statistical evidence for a strong significant correlation between **child participation** item (The children share ideas, opinions, and/or feelings with their teacher) and **teachers' using play-based methodologies** item (Children are engaged in play-based, experiential learning during lessons /Children are engaged in a Reflect, Connect, Apply (RCA) discussion about the learning from the game/activity), p-0.000.

6.2.3.4 Physical Education teachers observed during sessions



Graph (35)

6.2.3.4.1 Physically safe space

As noticed in the above graph the physical safe space has been observed in 68% of the sessions observed in **Gaza Strip** and the remaining sessions further support is required to meet the criteria of a safe space. From the observations' findings it was found that the following physical components require improvement and physical support⁷⁶ to enhance physical safety of PE sessions:

- The suitability and condition of equipment is not in good condition (broken, missing, missing parts, need maintenance and repair).

⁷⁶ Some dimensions might be not applicable for programming purposes and out of RTP's scope of work, therefore these improvements might be further discussed with UNRWA and through the education cluster.

- Availability of shade from sun is rarely or never existing in the observed sessions.
- The degree of safety of the space (no metal or debris lying around that could hurt children).
- The suitability of the space for the activity.

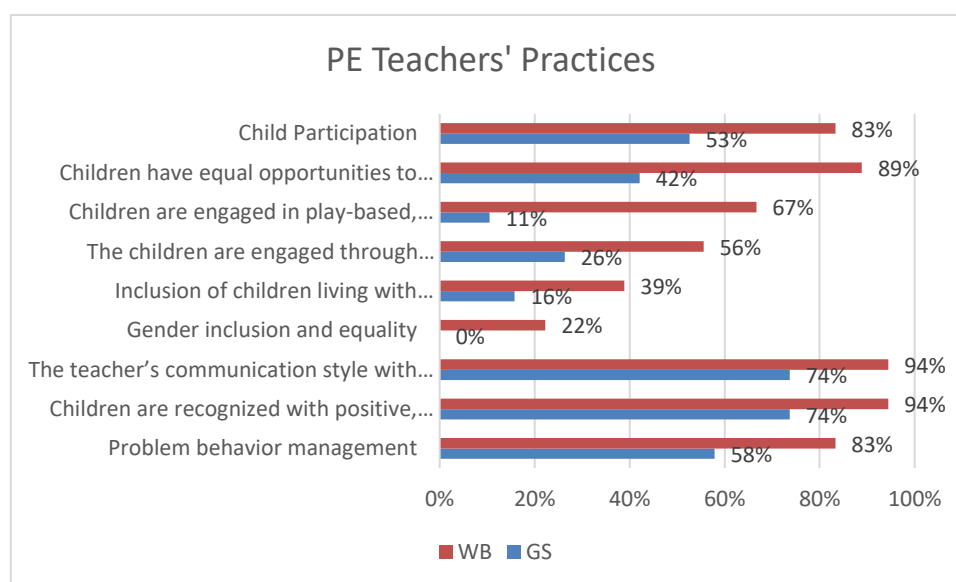
According to the FGD conducted in East Gaza, teachers confirmed that there is no playground for children to play in: *“Unfortunately, there are no physical education sessions for the 1st -3rd... because children at this age need to play outside the classrooms but there is no playground in the school... [however], for the students 4th -6th grads there are PE sessions but they don’t benefit from them because there is no playground and because of the little time available for each lesson... so, the teachers of other subjects use the PE sessions to teach about their subjects.”*

As shown in graph 35, the vast majority of PE classes in the **West Bank** (about 94%) observed meet the criteria of physical safety. Also, about 82% meet the criteria for child participation. However, the dimension of PE teachers applying gender-responsive play-based practices was observed the least, in 72% of classes.

Teachers participating in the FGs and interviews in the WB stressed that their schools *“pay attention to the safety of students and make sure that classrooms and other school’s facilities are physically safe,”* and some of them pointed out that they as a teacher pay special attention to make sure that students are dealing with these facilities carefully. For example, teachers who participated in the FG at Dheisheh Refugee Camp school for boys explained how they *“supervise students who study in upper floors while they use the stairs to go to their classes, especially students with disabilities.”* In the words of one of them *“sometimes, we even used to carry some of those students on a daily basis. We did ask the school and some other institutions to provide the school with an elevator, but it was hard to provide us with one, so we have to deal with situation.”* A female teacher who we interviewed at a school in Deir Ammar Refugee Camp also mentioned how she and her colleagues were very worried that one of the girls with disabilities might become too close to the handrail and fall down: *“she was too young, and her walking was unstable...so we [teachers] used to take shifts to keep an eye on her...”*

6.2.3.4.2 Physical Education teachers’ practices

Teachers’ practices⁷⁷ are divided into sub-domains and each domain is composed of a set of items that are observed during the sessions. The following graph shows the results of each domain:



Graph (36)

⁷⁷ These domains are for both primary teachers and PE teachers.

From the above graph we can find that PE teachers' practices are not consistent among the different dimensions for both locations GS and WB. They are listed below from the most frequently observed to the least:

- 1- Teachers' communication style
- 2- Children recognition with positive practices and caring body language.
- 3- Problem behaviour management
- 4- Child participation
- 5- Children have equal opportunities to participate in the sessions
- 6- Children are engaged through participatory learning.
- 7- Inclusion of children with disabilities
- 8- Children are engaged in play-based, experiential learning during sessions
- 9- Gender inclusion and equality⁷⁸

6.2.3.4.3 Problem behaviour management

58% of PE teachers were observed practicing positive behaviour management in Gaza Strip, and the following items are ordered from least observed to the most frequently observed item:

- 1- The child has the opportunity to discuss his/her behaviour, is listened to, and is given an opportunity to explain his/her behaviours (63% positively observed, remaining 31%⁷⁹ rarely or never observed).
- 2- The child is encouraged to learn about the impact of the behaviour E.g. why it is wrong, which behaviours would be better, etc. (74% positively observed, remaining 26% rarely or never observed).
- 3- Children are not physically punished, disrespected (they do not feel afraid or ashamed of the teacher), (84% positively observed, remaining 16% never observed).
- 4- The child's behaviour is managed in a calm, patient, and non-stressed manner (90% positively observed, remaining 11% rarely or never observed).

Some gender differences were captured where female PE teachers were observed to be practicing positive behaviour management less, for example female PE teachers were less encouraging of children to learn about the impact of the behaviour e.g. why it is wrong, which behaviours would be better, etc compared to male teachers.

As shown in the above graph, a majority (83%) of PE teachers in the **West Bank** were observed practicing positive behaviour management. In the following we provide more details in regard to the item of problem behaviour management starting with items that were least frequently observed to items that were observed the most:

- The child has the opportunity to discuss his/her behaviour, is listened to, and is given an opportunity to explain his/her behaviours (89% positively observed, the remaining 11% rarely or never observed).
- The child is encouraged to learn about the impact of the behaviour; why it is wrong, which behaviours would be better, etc. (94% positively observed, the remaining 6% rarely or never observed).
- Children are not physically punished, disrespected (they do not feel afraid or ashamed of the teacher), (94% positively observed, the remaining 6% were either rarely or never observed).
- The child's behaviour is managed in a calm, patient, and non-stressed manner (94% positively observed, the remaining 6% rarely or never observed).

Some gender differences were noticed between male and female PE teachers in regard to some aspects of problem behaviour management. For example, in regard to the encouraging of children to learn about the impact of behaviour such as why it is wrong, which behaviours would be better, managing children's behaviour in a calm, patient, and non-stressed manner, and children are not physically punished, or disrespected, male teachers were observed to be

⁷⁸ All PE teachers' sessions observed were with separate gender students, therefore items in the observation checklist were reported not applicable.

⁷⁹ Remaining % is not applicable

practicing these positive techniques less than their female counterparts: about one-third (33%) of male teachers have been noticed “rarely” to be using these practices that in comparison with 0% of female teachers.

6.2.3.4.4 Teachers encouragement towards children

74% of PE sessions observed in **Gaza Strip** apply appropriate encouragement towards children and the remaining were either never or rarely using appropriate encouragement skills. Children’s recognition with positive, friendly and caring body language was least frequently observed, observed rarely in 21% of sessions this.

It was also observed that some PE teachers are using techniques to encourage children’s participation. Some gender differences have been recognized where female PE teachers are being observed using active acknowledgement, positive and friendly body language less than male PE teachers. Priority focus should be put on the use of positive, friendly and caring body language with children to further encourage them to participate.

The above graph 36 also shows that a large majority (94%) of PE sessions observed in the **West Bank** apply appropriate encouragement towards children and the remaining were either never or rarely observed to use appropriate encouragement skills. Children’s recognition with positive, friendly and caring body language was found to be the least frequent item: only 7% of sessions “always/often” used this technique. All of these sessions were given by female teachers. Otherwise, gender differences between male and female teachers in regard to adopting and practicing children-encouragement techniques have been very limited and insignificant.

6.2.3.4.5 Teachers’ communication Style

The majority of PE teachers 74% observed in **Gaza Strip** used appropriate communication skills. Slight gender differences have been recognized mainly on the item “Children are actively listened to when they talk” where 22% of females was rarely observed to practice this compared to 10% of male teachers.

The following are key considerations to enhance teachers’ communication style with focus on female teachers:

- 1- Active listening to the children.
- 2- Clarifying and rephrasing instructions when necessary.
- 3- Clear instructions with the appropriate volume and speed.

The large majority of PE teachers (94%) in the **West Bank** was observed to use appropriate communication skills. Some gender differences were noticed particularly in regard to items “children can hear the instructions clearly” (33% were observed “rarely” in female teachers’ classrooms that in comparison with 0% in male’s classrooms) as well as “children can understand the language used” (11% were observed “rarely” in female teachers’ classrooms in comparison to 0% in male’s classrooms). Thus, communication style among female teachers needs to be enhanced to some degree.

6.2.3.4.6 Gender inclusion and equality⁸⁰

PE observation sessions took place in gender separated sessions in **Gaza Strip**; therefore, it was not possible to observe PE teachers’ skills in maintaining gender inclusion and equality. The findings will be supported further by the results of the PE teachers’ survey in the relevant section.

In the **West Bank**, a majority of PE teachers (56%) observed either “always” or “often gave boys and girls equal opportunities to participate in classrooms activities. The rest (about 45%) were either “not applicable” (39%) or “rarely” applicable (5%). However, it was also found that about one-third of PE teachers either “never” or “rarely” gave girls and boys roles and opportunities to participate in activities that are non-traditionally fulfilled by their gender (22% “never” and 11% “rarely”). About one-fourth of PE teachers were observed “always” or “often” giving such opportunities, and 39% was not applicable.

⁸⁰ 100% of sessions were not applicable since the sessions were provided for girls and boys separately.

In the same context, it was also observed that the percentage of PE teachers who either “always” or “often” when “behavioural issues arise treat boys and girls based on their behaviour and their development needs not based on their gender” (22%), is less than the percentage of PE teachers who “never” or “rarely” treat boys and girls based on such considerations (33%).

Finally, while more than one-fourth of female teachers (27%) met the conditions of gender inclusion and equality, almost none of male teachers (0%) met those conditions (100% of them did not meet the conditions) which means that a lot of work is needed in this regard especially among male teachers.

However, as mentioned in the previous section about primary teachers observed, some PE teachers participating in the FGs conducted in the WB referred to challenges they face when giving girls and boys roles and opportunities to participate in activities that are “non-traditionally” fulfilled by their gender especially with older children: *“things start to change when those students become sixth graders.... if you make a boy sit beside a girl he would feel or see that as an insult so he would refuse.”* Unsurprisingly, the notes about the patriarchal or masculine nature of the Palestinian society may explain some of this. Thus, despite some differences between male and female teachers, the large majority of PE teachers observed have not met the conditions of gender inclusion and equality. Many of their teaching practices are influenced by social norms and local culture.

6.2.3.4.7 Inclusion of children living with disabilities and special needs⁸¹

The majority of observed PE sessions 72% in Gaza Strip did not include children with disabilities therefore 72% of sessions were not applicable to be observed on this dimension. The remaining sessions observed were found inclusive for children with disabilities with few observed sessions which never or rarely applied inclusive skills: 11% of observed sessions (1 session) never scored as being able to identify children with disability (visible or non-visible).

In the **West Bank** one-third of observed PE sessions did not include children with disabilities, therefore, these sessions were not applicable to be observed on this dimension. In more than one-fourth of observed sessions (22%) children with disabilities were noticed “rarely/never” actively participating in sessions’ activities or discussions. The remaining 45% represent PE sessions where “always/often” children with disabilities were noticed to actively participate in sessions’ activities or discussions. Finally, some significant gender differences have been noticed between male and female teachers. For example, while 53% of female teachers have been observed actively encouraging children with disabilities to participate in session’s activities and discussions, 0% of male teachers have done so. The same applies to modifying or adapting lessons to include children with disabilities (47% of female teachers have “always/often” done that that in comparison with only 33% of male teachers). Therefore, teachers’ skills and attitudes in regard to the inclusion of children with disabilities in the WB, especially male teachers, need to be improved.

6.2.3.4.8 Children’s engagement through participatory learning

Only 26% of observed PE sessions were found to be using participatory learning practices compared to 74% who are not using participatory learning practices in **Gaza Strip**. The following are the key dimensions assessed:

- The children have opportunities to discuss, practice and expand on what they learned E.g. in small groups, through interactive activities, etc. 69% of sessions observed are providing the children with this opportunity while the remaining 31% either never or rarely do so.
- The children are asked questions and answer the questions similarly to the above item almost 31% are either never or rarely asking children questions.
- Children who are participating less are included and encouraged E.g. they are invited to participate, etc. 69% of sessions have applied this skill and the remaining 31% either rarely or never did.

⁸¹ 76% of responses were not applicable since the observed classes don’t necessarily include children with a disability. Non-applicable options have been excluded and the above percentages represent the applicable classes that include children with a disability. Considering the insignificant representation of the sample means that the findings can’t be generalized, but can be used for programming purposes.

- Children are noticed by the teacher if they are not participating: 42% of sessions PE teachers have been observed not to be able to notice the children who are not actively participating in the session while the remaining 58% were able to do so.

The PE observations revealed that the use of participatory learning practices should be strengthened and reinforced among PE teachers from both genders. There are some differences observed between female and male PE teachers. 56% of female teachers either never or rarely noticed children if they are not participating compared to 30% of male PE teachers. Generally female PE teachers were found to be using participatory learning less than male PE teachers.

Furthermore, in the West Bank as graph (36) above shows, a simple majority (56%) of observed PE sessions were found to be using participatory learning practices compared to 44% that do not. In the following we present the findings of the key dimensions assessed:

- Children who are participating less are included and encouraged (e.g., they are invited to participate). 89% of sessions observed provide children with this opportunity while the remaining 11% have “rarely” done so.
- The children are asked questions and answer the questions. 78% of sessions observed are providing children with this opportunity while the remaining 22% have “never” or “rarely” done so.
- The children have opportunities to discuss, practice and expand on what they learned (e.g., in small groups, through interactive activities). 72% of sessions observed are providing children with this opportunity while the remaining 28% have “rarely” doing so.
- Children are noticed by teachers if they are not participating. In the 83% of sessions observed, children are noticed by teachers if they are not participating, and in 17% of the sessions teachers have “never or “rarely” done so.

Finally, in regard to gender differences, it has been found that male teachers in the WB tend to use the above mentioned four participatory learning techniques 10-30% more than female teachers.

6.2.3.4.9 Children are engaged in play-based, experiential learning during the sessions

In **Gaza Strip**, PE teachers using play-based methodology is the least observed item of teachers’ practices: 11% of observed sessions are applying play-based methodology, 47% of observed PE sessions either never or rarely applied PBL skills with children. On the other hand, 20% of children were given the opportunity to link the game with the objectives of the sessions. Some differences were observed between female and male PE teachers’: female PE teachers were found to apply the play-based methodology less than their male counterparts. Moreover, during the FGDs with teachers from East and North Gaza they mentioned that students in these two schools not only do not engage in games and play activities in the classroom or they rarely do that, but also do not engage in PE sessions because such sessions are unavailable. One girl in the FGDs for 12-15-year-olds referred to the lack of sport classes, facilities and “fun” or “entertaining” activities, as well as to conflict among students: *“the things I want to change in the school that we haven’t got sport class, and the school doesn’t have enough capabilities or facilities to provide us with some fun.... for example, when we have sport class a teacher who is not expert or who teaches another subject comes and gives us a sport lesson...it is correct that we have strong teachers [academically] however, we simply need to have some fun!”*

On the other side in the **West Bank** the majority (67%) of PE sessions observed, teachers were using play-based and experiential learning methodology. However, still there are about one-third of PE teachers who do not apply this methodology. Also, male teachers tend to practice all of the relevant play-based techniques more than female teachers (the differences between the two sexes are about 7-17%) either when it comes to the involvement of children in a generalized, not subject-specific, games such as energizers, relays...etc. (80% of male are “always/often” using this technique that in comparison with only 67% of female teachers), engaging children in a RCA discussion about

learning from the game/activity (50% versus 33% respectively), giving children the opportunity to link the game/activity to the objective of session being taught (40% versus 33% respectively), or when it comes to engaging

children in play-based learning activities in sessions (e.g., on GBV, gender equality, and non-violent conflict resolution) (20% versus 11% respectively).

In one of the FGDs conducted with teachers in the WB (Dheisheh school for boys), it has been mentioned that PE sessions were cancelled in the school and children do not attend such sessions. *"PE sessions have been cancelled...we [teachers] strongly demand that such sessions should be resumed because our students need such sessions so badly...so we try to compensate them by using play-based activities and learning in class."* However, teachers in the other FG (Abu Dis) mentioned that their school still holds PE sessions. In both FGs and interviews, teachers provided some examples that explain how they engage their students in play-based and experiential learning during the sessions. One teacher at Dheisheh school said, *"I use games to achieve two objectives. One is entertaining children in class and the second is educational which is more important. I use cards a lot. For example, I put cards on the wall for a limited time and ask two students to run towards the cards and then we see who was able to read more words from the cards..."* Another teacher in the same FG mentioned that he uses *"story-telling... which keeps students abler to concentrate during classes."* In Abu Dis FG teachers gave more examples of how they use play-based-learning: *"I use 'Crossword Puzzle' to help students extract information such as a name of a poet."* Another teacher said she uses a box and a game called "Read, Guess, and Extract" where a student pick a word from the box, then another student has to guess what the word is. A third teacher uses what he called the Young Teacher activity. *"I ask the student who finishes solving a question to help other students, so s/he wins the title the Young Teacher!"* Finally, two other participants mentioned that they sometimes use "drama and acting" to deliver certain subjects," and "clay" to make certain subject such as the globe and its layers..."

6.2.3.4.10 Child participation

53% of observed PE sessions in **Gaza Strip** are considered active in terms of child participation. The PE teachers' observation checklist included two dimensions under child participation, the first one is the equal opportunities given to all children inside the class to participate and the second is the children's interaction and reactions during the sessions.

From 19 PE sessions observed 42% of these sessions provided children with **equal participation opportunities** while the remaining 58% were not meeting the criteria. It was found that the least item implemented appropriately is the ability of PE teachers to engage and encourage children who are participate less E.g. they are asked questions, invited to participate, etc. 47% rarely encouraged children, and similarly percentage PE teachers were rarely noticing the children who did not participate actively. Interestingly female PE teachers' percentages who provided equal opportunities for children were less than male PE teachers.

On the other hand, while investigating **children participation** and interaction with teachers, only 52% of PE teachers achieved active child participation during the sessions compared to 48% with less child participation. For example, the percentages of children who assist their classmate in the activities/sessions are 16% and 37% (none or only some children assisted their classmate, respectively) while in the remaining sessions observed either most or all children were assisting each other. Slight gender differences between female and male PE teachers were noticed where children in female PE teachers' sessions tend to participate and engage less.

The child participation dimension was the least positively scored during the observations: 63% of classes meet the criteria for child participation⁸², although the teachers' practices observed achieved higher percentages. The below list shows in detail the observations results regarding child participation, in descending order starting from the least observed:

- 1- The children assist classmates in solving problems or understanding questions (16% and 37% of classes none of the children or some of them respectively assist their classmates in solving problems).

⁸² For details on the calculation method see the analysis framework Appendix (1)

- 2- The children share ideas, opinions, and/or feelings with their teacher (10% and 42% of sessions none of the children shared ideas or only some do respectively with slight gender differences where percentages of classes observed with female PE teachers more commonly observed with no children sharing opinions and ideas compared to male PE teachers).
- 3- The children ask the PE teachers' questions (22% of female sessions reported no children asked questions to the teacher compared to 0% of male teachers' sessions).
- 4- Children participate actively in working groups (26% of sessions observed some child participation in the working groups).
- 5- The children look comfortable and relaxed E.g. smiling, laughing, relaxed posture, no signs of worry, etc. (most of the children or all of them have been observed being comfortable during the sessions).

Moreover, in **the West Bank** a large majority (83%) of observed PE sessions are considered active in terms of child participation. In almost all of the sessions observed children were either "often" (33%) or "always" (77%) given equal opportunities to participate in the lessons. Also, in 94% of the lessons less active children were included and encouraged to participate.

In regard to children's interaction with teachers, it was observed that in 88% of the sessions, either most or all of children shared their ideas, thoughts, and/or feelings with their teachers. Also, in 77% of the sessions, most or all children asked their teachers questions. Finally, gender differences have been noticed particularly in regard to noticing children by teachers if they are not participating: whereas the percentage of female teachers who always/often notice that children are not participating reached 93% that percentage has not exceeded 67% among male teachers.

Intermediate outcomes: 1100 Increased integration of gender-responsive play-based learning (GRPBL) by primary teachers into teaching practice

6.2.4 Indicator 1100.1: %/total of teachers demonstrating gender-responsive play-based learning methodologies

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1100.1: %/total of teachers demonstrating gender responsive play-based learning methodologies ⁸³	37%	Male	Female	GS	WB
		32%	39%	32%	44%

Table (109)

While a higher proportion of female teachers demonstrated PBL, the difference to males is not significant ($p=0.36$). Teachers in WB are more likely to fulfil this indicator than teachers in GS ($p=0.03$).

The baseline status for teachers demonstrating gender-responsive PBL is as follows for the two locations:

Gaza Strip	Indicator total	Breakdown by gender		Triangulations between tools	
1100.1: %/total of teachers demonstrating gender-responsive play-based learning methodologies	32%	Male	Female	Teacher survey	Classroom observations
		27%	34%	34%	24%

Table (110)

⁸³ This indicator has been calculated based on classroom observations and the teachers reporting through teachers' survey.

West Bank	Indicator total	Breakdown by gender		Triangulations between tools	
1100.1: %/total of teachers demonstrating gender-responsive play-based learning methodologies	44%	Male	Female	Teacher survey	Classroom observations
		35%	48%	46%	32%

Table (111)

According to RTP's key focus areas, teachers are expected to gain the following skills in each dimension:

- Active vs. passive teaching style (participatory learning)
- Use of games and play-based activities (general)
- Play-based and reflect-connect-apply teaching approaches (play-based, experiential methodologies)
- Teachers' role in promoting inclusive participation of children (inclusive participation of children)
- Used positive discipline methods or did not physically punish students

6.2.4.1 Teachers demonstrating gender-responsive play-based learning methodologies

61% of teachers in **Gaza Strip** reported they are applying reflect-connect-apply teaching approaches through the teachers' survey. The same percentage of teachers apply both RCA and PBL. Additionally, 51% of teachers reported they have received play-based learning methodologies trainings.

The use of play-based methodologies is supported by the teachers' perception about the use of play-based methodologies inside classes (some relevant quotations from FGDs are provided in classroom observations' findings), as well as 93% of teachers believing that using play-based activities enhances children's well-being in the classroom. During FGDs teachers also confirmed that they try to use play-based methodologies despite the reality on ground: *"I used very few [play-based, experiential learning] activities during sessions, I tried to choose a quiet and simple game because of the large number of the students in each classroom and I don't want to lose the time while they are playing games."*

When teachers were asked if they apply any of the following:

- It's equally easy for all different children to participate in lessons.
- I notice if some children are not participating
- I try to include children who are participating less in a positive and constructive way (e.g. asking them questions, inviting them to participate, etc.)

68% of teachers reported that they apply all of the above, 23% reported they apply two items, 8% said they only apply one of them while only one teacher reported he applied none of them.

The following practices are reportedly applied by teachers, ordered in ascending from the least to the most reported:

- 1- Using gender-responsive techniques (53% reported either always or often to apply them).
- 2- I adjust games and activities based on cultural considerations to ensure equal and comfortable participation of boys and girls e.g. uses sticks/balls/other tools for contact instead of physical contact, does not mix genders in groups when not acceptable, (67% reported either always or often they apply it).
- 3- The children take on roles and participate in activities that are non-traditionally fulfilled by their gender (82% reported either always or often they apply it).
- 4- I give girls and boys equal opportunities to participate in classroom activities (e.g. to give answers, ask questions, express their ideas, etc.) (84% reported either always or often they apply it).
- 5- I react or intervene to unfriendly gender-biased attitudes that students may demonstrate toward their female and male peers. (84% reported either always or often they apply it).

- 6- I look for characteristics and behaviours resulting from social norms that may hinder academic learning and performance e.g., shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class (92% reported either always or often they apply it).

Out of the above, gender-responsive techniques were found to be the least applied by teachers according to their answers. Gender-responsive skills should be reinforced among teachers. Teachers are facing challenges regarding gender equality knowledge in the community and even within students themselves: during the FGDs teachers explained further the challenges they face due to these cultural norms. Teachers from the Jabalia coed school said that their school pays attention to “gender-related-matters” and that they pay attention to gender equality. However, they refer that sometimes children themselves refuse non-traditional role playing: *“boys do not accept playing certain roles that tend to be played by girls.”* Another teacher confirmed saying, *“The issue here is not we allow or do not allow students to take on roles and participate in activities that are non-traditionally fulfilled by their gender...it is actually students themselves boys and girls refuse to participate in such activities and playing these roles and sometimes even the parents refuse that their kids play such roles and may consider it as an insult to their children.”*

In the **West Bank** although 89% of primary teachers believe that using play-based activities enhances children’s well-being in the classroom, the survey findings revealed that only 45% of WB primary teachers reported they apply gender-responsive PLB methodologies. In addition, 52% of primary teachers reported they apply RCA teaching approaches. An identical percentage of teachers (52%) reported applying both RCA *and* play-based methodologies. It is worth mentioning that 44% of teachers reported they have received play-based learning methodologies trainings.

Primary teachers have been asked about whether they apply certain practices in their classes or with their children. In the following we summarize the findings based on their answers:

- looking for characteristics and behaviours resulting from social norms that may hinder academic learning and performance such as shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class (93% reported either “always” or “often” they do).
- Using gender-responsive techniques (88% of teachers mentioned that they either “always” or “often” do).
- Children taking on roles and participate in activities that are non-traditionally fulfilled by their gender (23% mentioned that they either “always” or “often” apply such adjusting, and 77% said that do not apply to them—they do not teach in co-ed schools).
- Giving girls and boys equal opportunities to participate in classroom activities such as to giving answers, asking questions, and expressing their ideas (23% mentioned that they either “always” or “often” apply it, and 77% said that do not).
- Reacting or intervening to unfriendly gender-biased attitudes that students may demonstrate toward their female and male peers. (22% mentioned that they either “always” or “often” apply it, and 77% said that do not).
- Adjusting games and activities based on cultural considerations to ensure equal and comfortable participation of boys and girls such as using sticks/balls or other tools for contact instead of physical contact, and avoiding mixing genders in groups when not acceptable (16% mentioned that they either “always” or “often” apply such adjusting, and 77% said that do not apply to them).

During FGs and interviews, teachers particularly in Abu Dis co-ed school mentioned that boys and girls do not share all activities in PE sessions. For example, *“we ask them [boys and girls] during PE sessions to set in groups facing each other and we give them a paper that contain some questions and we ask them to answer the questions jointly.”* A female teacher noted that she always resorts to *“my religion to determine whether certain activities or appropriate or not”* for students. Also, to adapt to social norms and to prevent bullying and sexual harassment, teachers especially those who work in co-ed schools mentioned many times that *“we tell students especially boys, that girls in your class are like your sisters.”* In other words, teachers seem to be “very careful” when dealing with boys and girls interacting

with each other to avoid any problem with local community, or any issues that might affect the school's reputation. It is correct that boys and girls in co-ed schools share the same class, yard, school...etc. but they, at the same time, are separated by the existing culture and social norms.

6.2.4.2 Comparison between intervention and control group (Gaza only)

The baseline value of this intervention group was compared to a control group:

value	Intervention	Control
#	67	38
%	34%	35%

Table (112)

There is no difference between intervention and control groups; the control and intervention groups show very similar results. This is what we would expect at baseline.

6.2.5 Indicator 1100.2 %/total girls and boys who feel empowered to participate in classroom activities

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1100.2 %/total girls and boys who feel empowered to participate in classroom activities	81%	Male	Female	Gaza Strip	West Bank
	CI 78-85%	81%	82%	79%	83%

Table (113)

The starting proportion of girls and boys who feel empowered to participate in classroom activities is high, which is concordant with students' observed behaviour in classrooms, although the observed participation was somewhat lower (see indicator 1000.3 component breakdown) than this self-reported indicator. There is no statistically significant difference in feelings of empowerment between males and females ($p=0.61$), and only a slight non-significant difference between GS and WB ($p=0.39$).

Gaza Strip	Indicator total	Breakdown by gender	
1100.2 %/total girls and boys who feel empowered to participate in classroom activities	79%	Male	Female
		82%	76%

Table (114)

West Bank	Indicator total	Breakdown by gender	
1100.2 %/total girls and boys who feel empowered to participate in classroom activities	83%	Male	Female
		80%	85%

Table (115)

The percentage of children from grades 1-4 who feel empowered is high with 79% in **Gaza Strip**. There is a slight difference in achievement between the genders where males feel more empowered than female students. The following represents children's responses on each dimension of feeling empowered inside the classroom:

- 95% of children (M: 97%, F: 92%, $p=0.16^{84}$) responded teachers encourage them to participate in the lesson and activities always or most of the time.

⁸⁴ Using chi-square to test for association.

- 84% of children (M: 88%, F: 83%, $p=0.18$) share their ideas, opinion, thoughts and feelings in the classroom when they have any always or most of the time.
- 88% of children (M: 89%, F: 86%, $p=0.96$) reported either they ask their teachers' questions always or mostly.

The findings above show strong feelings of empowerment as reported by the children when it comes to their participation in the classroom activities, which is somewhat higher than the same dimension of **child participation** measured during classroom observations (63% of classes met the criteria for child participation - for further details, see child participation section 6.2.3.3.9).

In the **West Bank** as Table 115 shows, a large majority of children in grades 1-4 feel empowered to participate in classroom activities, with a slight difference in favour of females. The following represent children's responses on each dimension of feeling empowered inside the classroom which show strong feeling of empowerment:

- 95% of children (M: 91%, F: 99%, $p=0.06$) mentioned that their teachers encourage them to participate in the lesson and activities either "always" or "most of the time."
- 90% of children (M: 85%, F: 94%, $p=0.09$) mentioned that they either "always" or "most of the time" share their ideas, opinion, thoughts and feelings in the classroom when they have any.
- 89% of children (M: 87%, F: 99%, $p=0.51$) mentioned that they either "always" or "most of the time" ask their teachers' questions.

6.2.5.1 Comparison between intervention and control group (Gaza only)

The baseline value of this intervention group was compared to a control group:

value	Intervention	Control
#	119	117
%	79%	74%

Table (116)

There is no significant difference on Gaza Strip level between intervention and control groups on children feeling empowered in participating in classroom activities, and the percentage is quite similar in both groups. This is what we would expect to see at baseline.

6.2.6 Indicator 1100.3 %/total of girls and boys who have a "positive" perception of their teacher

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
Indicator 1100.3 %/total of girls and boys who have a "positive" perception of their teacher	47%	Male	Female	Gaza Strip	West Bank
	CI 44%-53%	41%	52%	44%	50%

Table (117)

The total indicator value being 47%, there is no significant difference in the number of children who achieved the indicator and those who didn't, i.e the number of children who do and don't have a positive perception of their teacher is likely to be similar.

But there is some evidence for a gender difference in positive perception of their teacher, with girls having a more positive perception than boys ($p=0.02$).

Gaza Strip	Indicator total	Breakdown by gender	
Indicator 1100.3 %/total of girls and boys who have a “positive” perception of their teacher	44%	Male	Female
		39%	49%

Table (118)

West Bank	Indicator total	Breakdown by gender	
Indicator 1100.3 %/total of girls and boys who have a “positive” perception of their teacher	50%	Male	Female
		44%	55%

Table (119)

Interestingly although children 1-4 in **Gaza Strip** have reported strong participation and feeling of empowerment, the baseline for having positive perception about their teachers is much less. Yet, it is considered high compared to other indicators. Out of the components that contribute to positive perception⁸⁵ students generally feel they can ask their teacher for help when they do not understand the school work (81% respond always or mostly) and that the teacher acknowledges their answer (86%). Most negative responses were gathered by use of play in the classroom (60% experienced this) response. Children reported obeying teacher instructions due to wanting to learn (64%) and because they love their teacher (31%) – 5% did not relate to any answer.

Additionally, in the **West Bank** as shown in Table (119), the baseline for having positive perception among children about their teachers is much less than feeling empowered to participate in classroom activities (50% versus 83% respectively) similarly to Gaza results. Among the components that to positive perception of teachers is that students generally feel that they can ask their teachers for help when they do not understand school work (79% mentioned that they either “always” or “most of the time” feel that way). Also, 90% of children mentioned that their teachers acknowledge their answers either “always” or “most of the time.” However, only 65% of children mentioned that their teachers always/most of the time use of play in the classroom. Finally, 72% of children said that they follow their teachers’ instructions because they “want to learn,” 21% of them mentioned that they follow such instructions because they “love their teachers,” and 7% did not give specific answer.

6.2.6.1 Comparison between intervention and control groups (Gaza only)

The baseline value of this intervention group was compared to a control group:

value	Intervention	Control
#	67	31
%	44%	20%

Table (120)

There is a significant difference in having a positive perception of one's teacher between intervention and control group. No changes are observed when controlled by gender for females, but among males, there are no longer differences between control and intervention groups. It seems that among males, perception of the teacher is more similar across the Strip than among girls. When controlled for governorate (North Gaza and Gaza where the control sample is from), all differences between intervention and control groups disappear, suggesting that any differences in overall positive perception between intervention and control is due to differences in governorates, where it seems that in north Gaza teachers are perceived less positively.

⁸⁵ For further details on calculation method see the analysis framework in Appendix 1.

6.2.7 Indicator 1100.4 %/total of girls and boys that exhibit context appropriate social/emotional skills

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1100.4 %/total of girls and boys that exhibit context appropriate social/emotional skills	29%	Male	Female	Gaza Strip	West Bank
	CI 24-%34%	26%	32%	25%	33%

Table (121)

No statistically significant gender differences are observed in social and emotional skills ($p=0.30$) despite there being more girls than boys in the sample who showed appropriate social and emotional skills. The observed difference between GS and WB is not statistically significant ($p=0.11$).

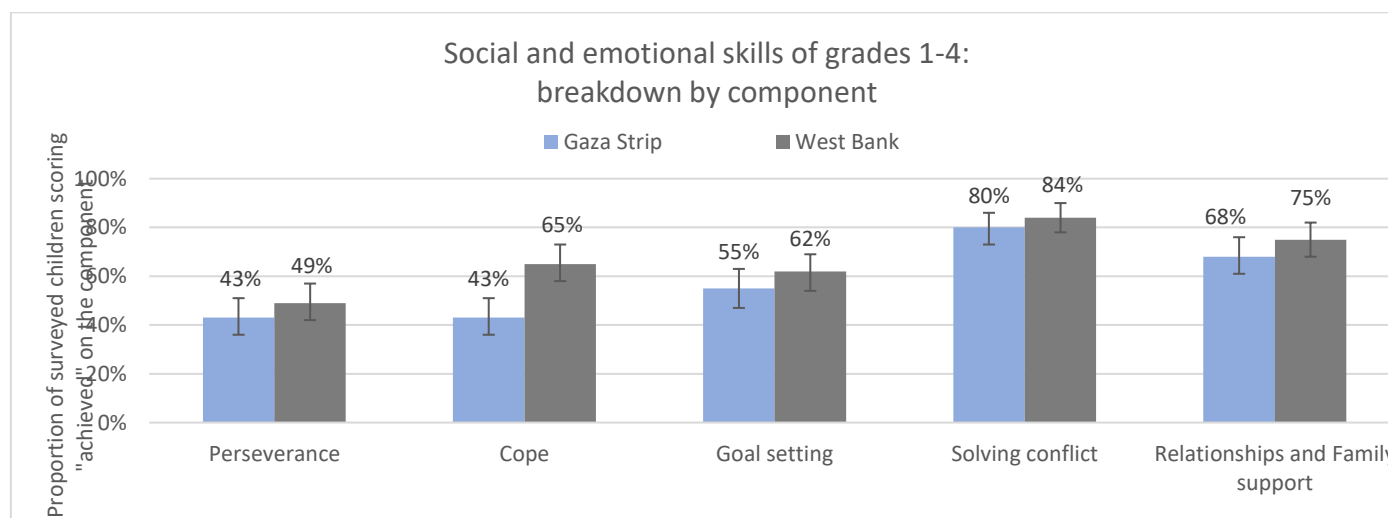
Gaza Strip	Indicator total	Breakdown by gender	
1100.4 %/total of girls and boys that exhibit context appropriate social/emotional skills	25%	Male	Female
		29%	21%

Table (122)

West Bank	Indicator total	Breakdown by gender	
1100.4 %/total of girls and boys that exhibit context appropriate social/emotional skills	33%	Male	Female
		24%	42%

Table (123)

A breakdown of this indicator into its component parts reveals the following results:

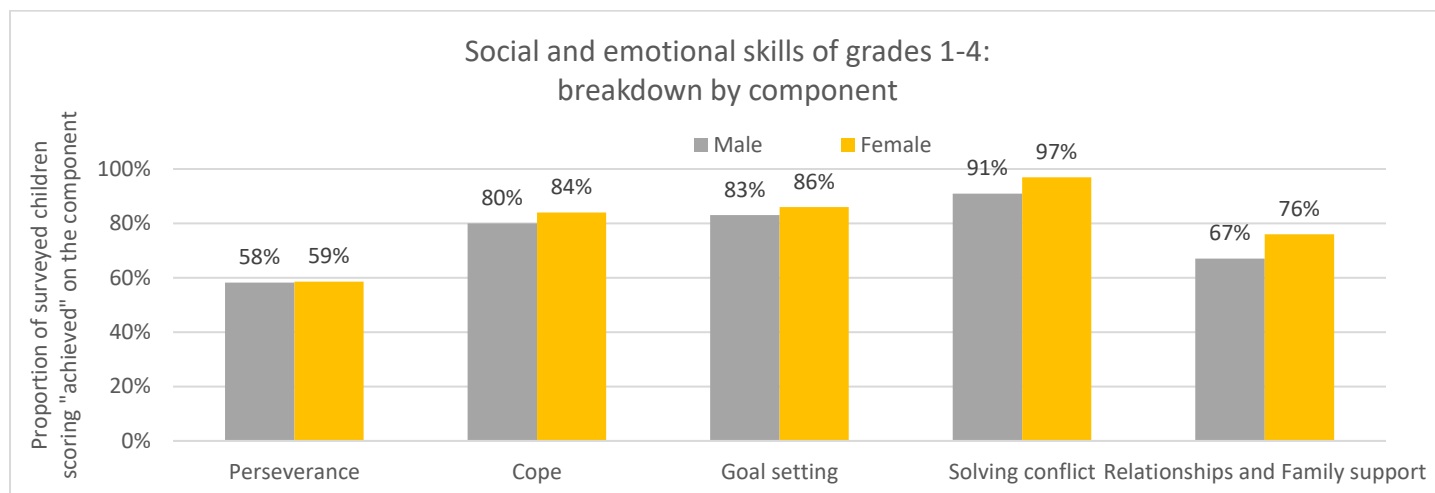


Graph (37)

A quarter of children from grades 1-4 in **Gaza Strip** achieved this indicator, with slightly higher achievement among males. The above sections on social connectedness and psychosocial wellbeing (6.2.2.1, also 6.2.1.1) explore the different aspects deeper, although a component may have been measured with a slightly different set of questions appropriate for that indicator, explaining possible differences. The solving conflict component only included one question which partly explains higher performance. Family support is highly experienced while dealing with negative emotions and concentration, perseverance and cope are not as high.

For **West Bank**, as the above Table shows, about one-third of children have achieved this indicator, with a significant difference between males and females in favour of female students. Children have reported high on the “solving of conflict” component, followed by “family support” when dealing with negative emotions. On the other hand, children have reported relatively low on perseverance, and to a lesser degree on “coping” and “goal setting.”

Graph 38 shows the same dimensions divided by gender on the level of **Palestine**.



Graph 38

The genders perform similarly across the dimensions which could be explained by the relatively young age of the children. The biggest difference between genders occurs on the relationship and family support, where girls perceive a 9%-point higher support from their family and relationships than boys.

6.2.7.1 Comparison between intervention and control groups (only Gaza Strip)

Context appropriate social and emotional skills indicator in intervention and control groups are as follow:

value	Intervention	Control
#	38	37
%	25%	23%

Table (124)

Overall, there are no significant differences in this indicator between intervention and control groups, and this does not change when examining more closely geographical differences which existed in the same group in social connectedness. Analyses within gender did not reveal any differences either.

Intermediate outcomes: 1200 Improved resilience of girls to respond to and overcome conflict and violence, including gender-based violence

6.2.8 Indicator 1200.1 %/total of counsellors demonstrating play-based learning methodologies in their psychosocial support activities for students

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1200.1 %/total of counsellors demonstrating play-based learning methodologies in their psychosocial support activities for students	22% ⁸⁶	Male	Female	Gaza Strip	West Bank
	CI 15%-30%	18%	26%	35%	12%

Table (125)

There is no evidence for a significant difference ($p=0.30$) between the number of male and female counsellors demonstrating play-based learning methodologies although more females achieved the indicator in our sample. A higher percentage of Gazan counsellors demonstrate PBL.

The indicator calculation was adjusted to be stricter than originally planned, requiring that counsellors demonstrate methodologies which are specific to RTP's PBL philosophy, for example including reflection on learning and making children practice learning. However, there is a great proportion of counsellors who report employing games and leading interactive sessions which are also important components of PBL.

Gaza Strip	Indicator total	Breakdown by gender	
1200.1 %/total of counsellors demonstrating play-based learning methodologies in their psychosocial support activities for students	35%	Male	Female
		26%	43%

Table (126)

West Bank	Indicator total	Breakdown by gender	
1200.1 %/total of counsellors demonstrating play-based learning methodologies in their psychosocial support activities for students	12%	Male	Female
		11%	13%

Table (127)

In the **Gaza Strip**, a high proportion of counsellors demonstrate PBL based on the survey. It would be expected that counsellors score higher on this item than other schools' staff as they are specifically trained to care for student's wellbeing. The results could not be verified against observations of counsellor sessions and are based on the surveys only. Females were more likely to demonstrate PBL than males although the difference is not huge.

70% of counsellors said that their sessions are characterised by children discussing and practicing learning. 69% said they always use games and play-based activities during groups sessions as e.g. energisers, and another 12% uses them often. The corresponding percentage for individual sessions was lower, where 49% of counsellors always used play-based activities and 31% sometimes used them. 92% uses play-based activities to convey content in groups but only 57% of them also practices reflection on learning. 84% of counsellors report to be ensuring that all children have an equal opportunity to participate in activities and ask questions to engage less responsive children.

⁸⁶ Figures based on the counsellor survey, see the Analysis framework for details of calculation

In FGDs, most counsellors reported to be using play-based learning methodologies and had good experiences with them. It seems counsellors have already received guidance on conducting such activities:

“Playing is the best way to solve some problems that children suffer from.... either by using some tools or without tools...they [games] area illustrated in the Activation Manual which we use...”

Generally, counsellors recognized the importance of play to help children solve their problems and adapt games to need *“When selecting games or play activities, we take in our account age and well as gender difference. We choose activates that are appropriate to the “target group.” For example, students in the fourth, fifth, and sixth grades feel sometimes embarrassed when they play some games...also some children do not integrate in such activities quickly but need some time to participate effectively...”*. Some counsellors may be recognising the role of play less as is illustrated in the following situation, *“My role as a counsellor is not only to play but to diagnose cases [children] that needs to be referred and treated ...”*. One female counsellor mentioned the importance of involving parents also in understanding problem behaviour and the impact of social norms: *“When a female student talks to me about a problem that she is facing, I try to meet her parents and talk to them to develop better understanding of the situation, and this helps me a lot in providing realistic and proper solution to the problem...”*.

The children’s surveys confirm the students’ general satisfaction with counsellors, although play-based methodologies were not specifically asked about (see further information below under indicator 1200.3 % total of girls and boys who use school counselling mechanisms and GBV services).

The differences in indicator achievement between GS and WB are reflected by the school assessment, where 74% of Gazan principals estimated counsellors to be able to do psychosocial screening against only 30% of WB principals. This is potentially the result of psychosocial programming that has taken place over the years in the conflict-ridden GS as it seems that psychosocial support by counsellors is more established – or perhaps the role of the counsellor as an important resource has been more apparent – in GS than in the WB.

In the **West Bank** as Table 126 shows, about one in ten (12%) of WB counsellors demonstrated PBL as defined by RTP, according to the results of the survey. The results cannot be verified against observations of counsellors’ sessions and are based on the surveys only. Also, female counsellors tend to demonstrate PBL more than male counsellors. The survey also revealed that:

- 71% of counsellors said that their sessions are characterised by children discussing and practicing learning (e.g., I ask questions and they answer).
- 59% of counsellors said that they “always” use games and play-based activities during group-sessions such as energisers, 35% uses such activities “often,” and 6% of counsellors use them “rarely.” The corresponding percentage for individual sessions was higher, where 66% of counsellors said that they always use play-based activities, 32% “often” use such activities, and 2% use them “rarely.”
- 86% of counsellors use play-based activities to convey content in groups but only 28% of them also practices reflection on learning.
- 68% of counsellors said that they ensure that all children have an equal opportunity to participate in activities, and that if they notice that some children are not participating, they try to include children who are participating less in a positive and constructive way (e.g., asking them questions, inviting them to participate).

Counsellors participating in the FG conducted in the city of Nablus and attended by seven counsellors from schools located in three refugee camps Balata, Far’a, and Askar in addition to counsellors from the city of Nablus, acknowledged the importance of play-based learning methodologies in their psychological support activities for students and explained that they have been employing them: *“Students need and love play-based activities....there is a stressing need for such activities as our students do not have PE and Art teachers...so we try our best to conduct these*

activities within the circumstances that we have. We depend heavily on the Manual of Entertaining Activities which we received from UNRWA...it is true the Right to Play is a new thing for us as we took a 5-day-training workshop last semester. However, using entertaining activities is something that we have been doing long time ago. For example, we sometimes use brain-storming when we want to start a new subject, we also use a red-ball..." However, instead of providing us with more examples on how they use play-based learning methodologies with their students, counsellors talked a lot about the challenges they face in applying such methodologies in class:

- "The main challenge we face in this regard is the size of classes which are too big. It is very hard to apply some of the play-based learning methods when you have 46 students in your class."
- "We do strongly feel that students need play-based learning activities. However, it is hard for one counsellor or one teacher to conduct such activities alone. They [school or UNRWA] should train an assistant to help a counsellor organizes these activities because some of them have certain consequence and need two people."
- "Applying play-based learning activities with young children is sometimes very challenging as it is hard for them to comprehend such activities."
- "Although students love these [play-based learning] methods, wait for them, and even ask about them...However, the problem is that some of these activities need space which we do not have especially in winter when we have to conduct all of these activities in classrooms...our classrooms are too small...it takes us a lot of time to remove chairs to have the needed space and to put back those chairs after organizing an activity...it is much easier to conduct these activities in big schools [in terms of size] rather than in small ones."

Finally, we must point out that counsellors who participated in the other FG which was conducted in the middle of WB for counsellors from the Jerusalem and Jericho governorates have given similar answers to those given by their colleagues in northern WB: "We apply play-based learning activities whenever there is time available for that. Sometimes, we apply these methods in certain classes but we cannot apply them in other classes because there are too many students in the classrooms."

6.2.9 Indicator 1200.2 %/total of PE Teachers demonstrating play-based learning methodologies in their psychosocial support activities for students

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1200.2 %/total of PE Teachers demonstrating play-based learning methodologies in their psychosocial support activities for students	16% ⁸⁷	Male	Female	Gaza Strip	West Bank
		8%	21%	14%	20%

Table (128)

There is good evidence ($p=0.02$) that female PE teachers demonstrate gender-responsive play-based learning methodologies more readily than their male counterparts. There is some difference between Gaza and West Bank, with WB teachers reporting higher PBL application.

The indicator calculation was adjusted to be stricter than originally planned and adding the results of the PE observations, requiring that PE teachers demonstrate methodologies which are specific to RTP's PBL philosophy, for example including reflection on learning and making children practice learning. However, as mentioned above in the PE observations section, the sample for the PE observation is not representative and it's very important for RTP to conduct observations as a key M&E exercise to reach larger sample and get more accurate figures.

⁸⁷ Figures are based on the PE teacher's survey and PE teacher observations

Gaza Strip	Indicator total	Breakdown by gender		triangulation	
1200.2 %/total of PE Teachers demonstrating play-based learning methodologies in their psychosocial support activities for students	14%	Male	Female	PE survey	PE observations
		8%	18%	16%	0%

Table (129)

West Bank	Indicator total	Breakdown by gender		triangulation	
1200.2 %/total of PE Teachers demonstrating play-based learning methodologies in their psychosocial support activities for students	20%	Male	Female	PE survey	PE observations
		10%	26%	17 ⁸⁸ %	33%

Table (130)

Teachers who reported applying play-based methodologies in the PE survey amounted to 94%. In total 88% of PE teachers reported that they received training in play-based learning methodologies in **Gaza Strip**.

The use of play-based methodologies is supported by the teachers' perception about the use of play-based methodologies inside classes (some relevant quotations from FGDs are provided in classroom observations' findings), as well as 97% of teachers believing that using play-based activities enhances children's well-being in the classroom. Nevertheless, PE teachers reported some challenges in applying play-based techniques: more than 35% of PE teachers reported that they either don't or rarely have the necessary materials, equipment and space (including safe spaces) to carry out gender-responsive sport and play for **girls and boys**, which is in line with physical safe environment findings in the PE observation findings section.

PE teachers reported the use of experiential, play-based learning methodologies through describing their sessions. Table 130 in the list of tables in Appendix 2 represents the answers disaggregated by gender. It shows that the majority of teachers opt for either option A "they make children discuss and practice learning (small groups and interactive activities) and they ask questions and the children answer" (68% female, 74% male) or "they make children discuss topics during the session; they ask questions and the children answer" selected by 31% females and 21% males. Slight differences between male and female percentages show more males applied option A. These findings came in line with the PE observations' findings where less females applied active learning techniques than males.

The following practices are reported by Gazan PE teachers, ordered in ascending from least reported to the most:

- I organize activities and sports tournaments focusing on gender equality and GBV prevention (eg. Non-violent conflict resolution) (63% reported either always or often they apply it).
- I adjust games and activities based on cultural considerations to ensure equal and comfortable participation of boys and girls e.g. uses sticks/balls/other tools for contact instead of physical contact, does not mix genders in groups when not acceptable, (55⁸⁹% reported either always or often they apply it).
- I organize activities on challenging gender norms and stereotypes (e.g. presenting girls and boys with female and male role models and gender-equitable opportunities for leadership) (62⁹⁰% reported either always or often they apply it).

⁸⁸ Only option « always » counted in the indicator's calculations

⁸⁹ 36% of answers reported not applicable mainly because the school is 1 gender and not COED or mixed.

⁹⁰ 34% were not applicable therefore the above %s shall be higher if calculated based on response rate.

- I look for characteristics and behaviours resulting from social norms that may hinder academic learning and performance e.g., shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class (92% reported either always or often they apply it).
- I give girls and boys equal opportunities to participate in classroom activities (e.g. to give answers, ask questions, express their ideas, etc.) (99% reported either always or often they apply it).
- I employ strategies to ensure that children are emotionally safe during and after a play-based learning activity (97% reported either always or often they apply it).

From the above we see that gender-responsive techniques were the least applied by PE teachers according to their reporting, which is in line with the observation findings where it was also the least observed item (see more details in the PE emotional and safety environment section 6.2.3.4). The survey findings are slightly higher than the observations on the same skills, and one needs to consider that PE observations is not based on a statistically sound sample, and therefore can't be generalized unlike the PE teachers' survey findings.

In the **West Bank** PE teachers demonstrated gender-responsive play-based learning methodologies as indicated by Table 131. The following list summarizes the relevant findings based on the survey conducted with the PE teachers:

- Organizing activities and sports tournaments focusing on gender equality and GBV prevention such as non-violent conflict resolution (43% of teachers mentioned that they either "always" or "often" apply it, 8% they never or rarely applied it, and 49% said that it is "not applicable").
- Adjusting games and activities based on cultural considerations to ensure equal and comfortable participation of boys and girls e.g. uses sticks/balls/other tools for contact instead of physical contact...etc. (30% of teachers mentioned that they either "always" or "often" apply it, 15% they never or rarely applied it, and 55% said that it is "not applicable").
- Organizing activities on challenging gender norms and stereotypes such as presenting girls and boys with female and male role models and gender-equitable opportunities for leadership (36% of teachers mentioned that they either "always" or "often" apply it, 14% they never or rarely applied it, and 49% said that it is "not applicable").
- looking for characteristics and behaviours resulting from social norms that may hinder academic learning and performance e.g., shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class (94% mentioned that they either "always" or "often" apply it).
- Giving girls and boys equal opportunities to participate in classroom activities (37% of teachers mentioned that they either "always" or "often" apply it, 12% they never or rarely applied it, and 51% said that it is "not applicable").
- Employ strategies to ensure that children are emotionally safe during and after a play-based learning activity (88% of teachers mentioned that they either "always" or "often" apply it, and 12% said that it is "not applicable").

In addition, PE teachers mentioned that they use experiential, play-based learning methodologies through describing their sessions: a majority of teachers in the **West Bank** either apply technique A (children discuss and practice learning (small groups and interactive activities) I ask questions and they answer) or technique B (I make children discuss topics during the session; I ask questions and they answer). However, there are some differences between male and female PE teachers in this regard. For example, females tend to use the technique A more than males (82% versus 63%). On other hand males tend to use or apply technique B more than females (26% versus 18%).

6.2.10 Indicator 1200.3 % total of girls and boys who use school counselling mechanisms and GBV services

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1200.3 % total of girls and boys who use school counselling mechanisms and GBV services ⁹¹	57%	Male	Female	Gaza Strip	West Bank
		61%	54%	52%	64%

Table (132)

There is good evidence for a significant difference for there being more boys than girls that use school counselling mechanisms or GBV services ($p=0.04$) which is likely to result from a high number of boys that have visited the school counsellor at least once; although visits at GBV services were also reported by boys. There was a higher number of males in both WB and GS reporting attending such services, but the gender difference was higher in WB.

Surprisingly, WB shows a higher proportion of children using these services despite other statistics showing higher occurrence of violence in GS.

Gaza Strip	Indicator total	Breakdown by gender	
1200.3 % total of girls and boys who use school counselling mechanisms and GBV services	52%	Male	Female
		51%	53%

Table (133)

Westbank	Indicator total	Breakdown by gender	
1200.3 % total of girls and boys who use school counselling mechanisms and GBV services	64%	Male	Female
		73%	56%

Table (134)

A relatively high number of young people use school counselling mechanisms. When students in **Gaza Strip** were asked where they would turn to if they had concerns about their psychosocial wellbeing or were experience GBV,

- 30% mentioned the school counsellor
- 25% would go to a relative
- 18% would go to another school staff (principal or teacher)
- 8% does not know and another 8% wouldn't tell anyone.

A majority of children had visited the school counsellor at least once (69%) and half of the respondents would like to visit the school counsellor more – a clear sign for need and desire among many students to benefit from such services, and on the other hand, of the good experience or association they have with these services.

55% of children reported that GBV services exist at their school and 39% had used them: 32% had used GBV services by another provider.

⁹¹ This indicator refers to:

- girls and boys who know the available GBV services within the school
- girls and boys who received counselling sessions or GBV services within UNRWA schools

As Table 134 shows in the **West Bank**, a high percentage of children (64%) use school counselling mechanisms. The percentage of boys who use such mechanisms is higher than girls. When asked where they would turn to if they had concerns about their psychosocial wellbeing or were experience GBV,

- 39% mentioned the school counsellor
- 26% would go to another school staff (principal or teacher)
- 24% would go to a relative
- 6% other (a friend, police, Ministry of Social Affairs...etc.)
- 5% won't tell anyone

A majority of children had visited the school counsellor at least once (84%) and more than half of respondents (57%) would like to visit the school counsellor more. 65% of children reported that GBV services exist at their school and 47% had used them: 22% had used GBV services by another provider.

6.2.10.1 Comparison between intervention and control group (Gaza only)

The baseline value of this intervention group was compared to a control group:

value	Intervention	Control
#	121	61
%	52%	67%

Table (135)

Differences in results between control and intervention groups are significant ($p=0.02$), and remain significant despite becoming less so when controlled for gender ($p=0.04$; all control sample subjects are females from Rafah). Differences in using school referral mechanisms became even more significant controlling for governorate ($p<0.00$). Age was also not a significant factor.

Hence, there seems to be a significant difference between intervention and control groups at baseline, where a higher percentage of control children are using schools counselling mechanisms and GBV services. This can be overcome in later evaluations by comparing relative progress in both locations.

6.2.11 Indicator 1200.4 total of girls and boys reporting positive attitudes towards ending GBV

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1200.4 total of girls and boys reporting positive attitudes towards ending GBV	77%	Male	Female	Gaza Strip	West Bank
	CI 73%-81%	77%	77%	73%	82%

Table (136)

No gender differences ($p=0.98$) were observed on Palestine level in reporting positive attitudes towards ending GBV, and somewhat more positive attitudes reported in WB, although the general proportion is still high.

Gaza Strip	Indicator total	Breakdown by gender	
1200.4 total of girls and boys reporting positive attitudes towards ending GBV	73%	Male	Female
		74%	72%

Table (137)

West Bank	Indicator total	Breakdown by gender	
1200.4 total of girls and boys reporting positive attitudes towards ending GBV	82%	Male	Female
		81%	84%

Table (138)

A majority of boys and girls in **Gaza Strip** reported a positive attitude towards ending GBV. Over 90% of children believed it is good for girls and boys to have the same rights and opportunities at school and in life. 88% supported the idea to discuss GBV (as noted above, the concept of GBV may have been confused with violence in general) in order to prevent it.

In the **West Bank** a majority of boys and girls report a positive attitude towards ending GBV. 94% of boys and girls think that it is good to discuss GBV issues at school to help prevent it (as noted above, the concept of GBV may have been confused with violence in general), and 93% of them reported that they are planning to act in a way that helps to prevent GBV. Also, 95% believe it is good for girls and boys to have the same rights and opportunities at school and in life.

6.2.11.1 Comparison between intervention and control groups

The baseline value of this intervention group was compared to a control group (Gaza only):

value	Intervention	Control
#	169	56
%	73%	62%

Table (139)

Differences in indicators are significant with more positive attitudes reported in the intervention group; and differences are even more significant when controlled for gender (among females only, since 100% of the control sample is females). However, differences in reporting positive attitudes towards ending GBV disappear ($p=0.53$) when controlling for governorate (ie comparing intervention and control groups within Rafah only), suggesting that differences in this indicator stem from the fact that our control sample comes from Rafah.

6.2.12 Indicator 1200.5 %/total of girls and boys that exhibit context appropriate social/emotional skills

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1200.5 %/total of girls and boys that exhibit context appropriate social/emotional skills	20%	Male	Female	GS	WB
		17%	22%	15%	26%

Table (140)

There is no evidence for a significant difference between genders ($p=0.18$). There is strong evidence for an actual difference in SES between GS and WB ($p<0.00$) which is interesting, since among the lower grades 1-4 there is also a difference between GS and WB but it is not statistically significant (see indicator 1100.4). The difference in SES between the regions grows in the older age group.

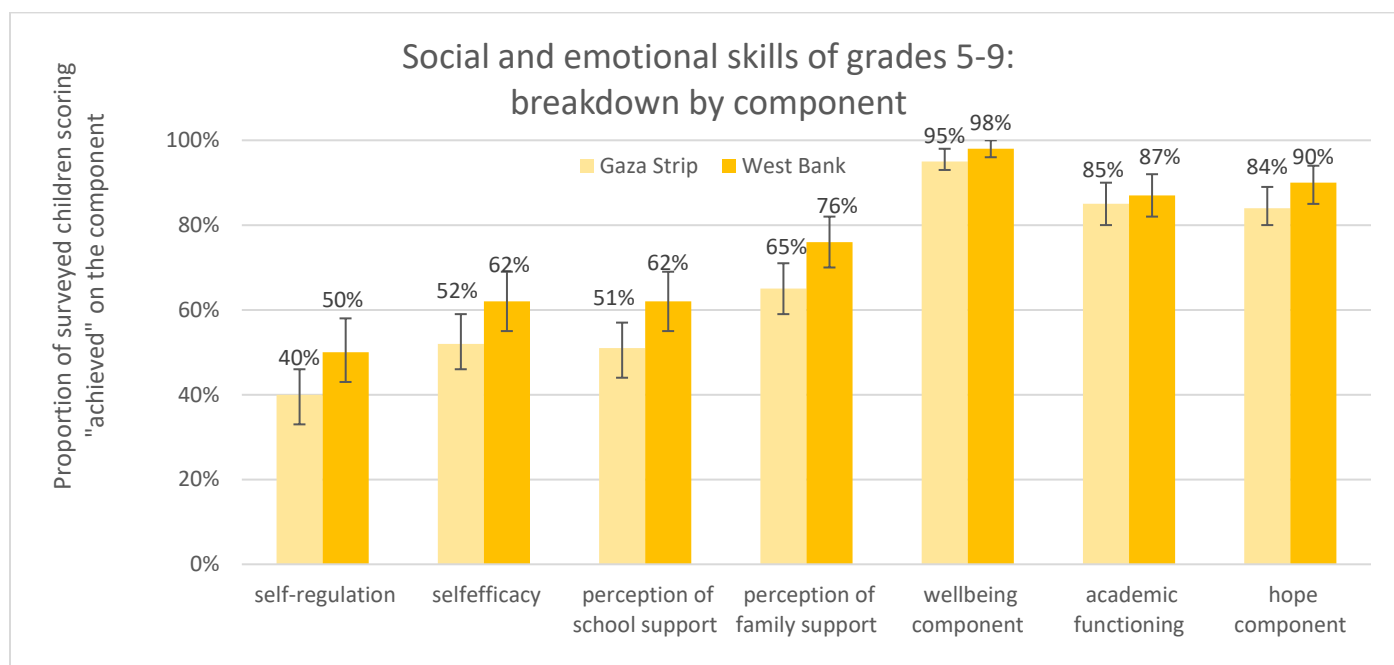
Gaza Strip	Indicator total	Breakdown by gender	
1200.5 %/total of girls and boys that exhibit context appropriate social/emotional skills	15%	Male	Female
		12%	18%

Table (141)

West Bank	Indicator total	Breakdown by gender	
1200.5 %/total of girls and boys that exhibit context appropriate social/emotional skills	26%	Male	Female
		23%	30%

Table (142)

A breakdown into components reveals the following performance on individual components:



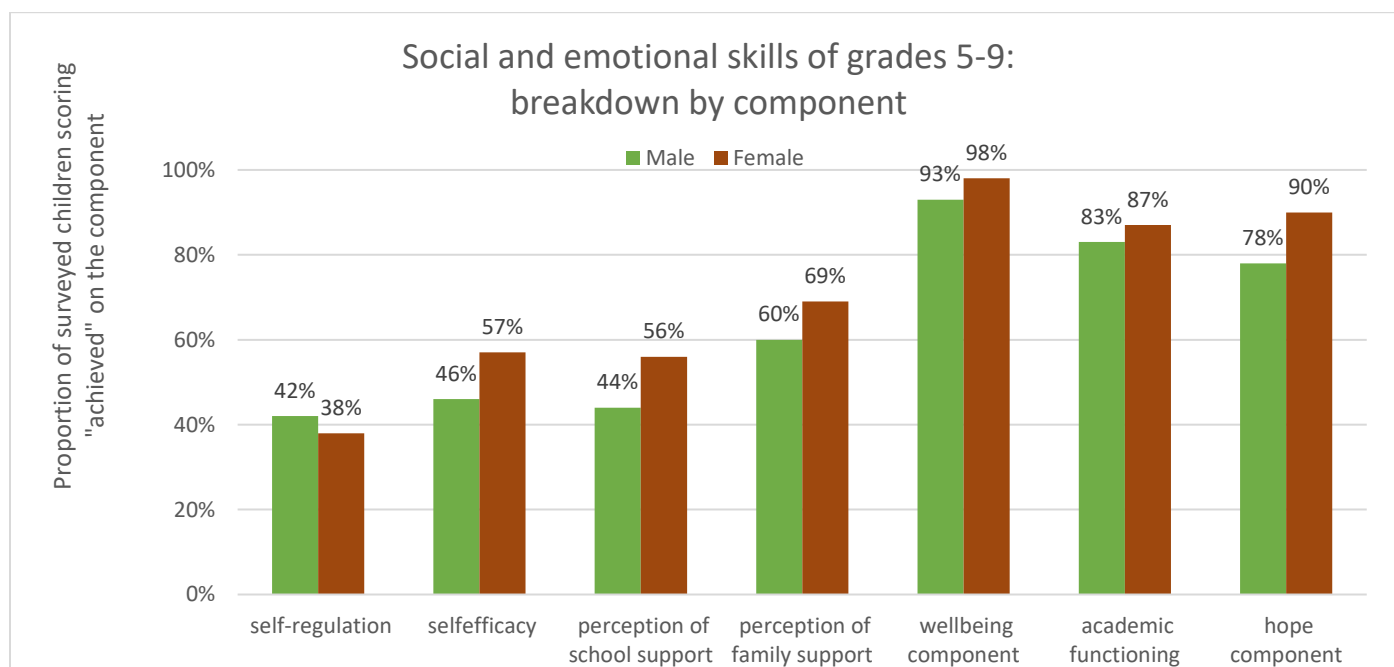
Graph (39)

A markedly low achievement describes performance on this indicator among both boys and girls in **Gaza Strip**. The above sections on social connectedness and psychosocial wellbeing dig somewhat deeper into these different aspects, although a component may have been measured with a slightly different set of questions appropriate for that indicator, explaining possible differences. The wellbeing component only consisted of one question about whether children had friends at school, explaining high achievement in this regard in both GS and WB. While optimistic about the future and school performance, children seem to perform worse on indicators relating to dealing with situations and negative emotions. This could partly link to the quality of support children perceive to expect from the school and the family. Low performance on self-regulation, including questions such as calming oneself down in case of fear or anger, is in line with the finding by parents that many children experience fear, stress and anxiety.

As the Table 142 shows, boys' and girls' responses on this indicator are significantly low in the **West Bank**. The high attention children, parents, school, and society in general pay to academic functioning of students and the perception that schools are mainly academic institutions that focus on academic matters may explain the high positive attitudes boys and girls reported on the academic functioning component. Also, the crucial role played by Palestinian families in supporting their children which is discussed above may explain the relatively high perception of family support among children. In the same context, good academic functioning and family support are likely to have a strong impact on children wellbeing and hope or perception of the future. However, as the above paragraph shows, perception of school support is lower than perception of family support. Low performance on self-regulation (e.g., controlling one's temper, calming down when feeling angry), and self-efficacy (thinking of a solution when facing trouble, and accomplishing one's goals easily) can be explained, to a large extent, by the prevalence of patriarchal culture within the Palestinian society because such culture reinforces the dependency of children on their families when facing

problems (seeking help from older relevant). Also, according to such culture, screaming or expressing anger by throwing things...etc., are perceived at least by some boys who witness their fathers doing so as signs of masculinity and having control over others. Moreover, as mentioned by boys who participated in Askar FG, male teachers seem also to be influenced by this culture (some of them lose control and start screaming on students or hitting them).

The components of social and emotional skills are presented in graph 40 disaggregated by gender on the level of **Palestine**. Girls demonstrate higher social and emotional skills on all dimensions except for self-regulation, although the differences between genders in most cases is not huge. The biggest difference is on the hope component and self-efficacy. Further explanations and quotes from the FGDs conducted with students are elaborated in sections 6.2.1.2 and 6.2.2.2.



Graph 40

6.2.12.1 Comparison between intervention and control groups (Gaza only)

Context appropriate social and emotional skills indicator achievement in intervention and control groups are:

value	Intervention		Control	
#	34		9	
%	15%		10%	
	M	F	M	F
#	13	21	0	9
%	12%	18%	0	10%

Table (143)

When compared to intervention sample in Gaza, there are no significant differences ($p=0.30$) in results for indicators in social and emotional skills in the control group, as expected.

Intermediate outcomes: 1300 Improved response of school officials, UNRWA staff, mothers, fathers and community members to the gender-based education needs of girls and boys, and GBV

6.2.13 Indicator 1300.1 %/total of UNRWA staff who efficiently use existing referral mechanisms to address gender equality and monitor the safety of girls and report on GBV

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1300.1 %/total of UNRWA staff who efficiently use existing referral mechanisms to address gender equality and monitor the safety of girls and report on GBV	20%	Male	Female	GS	WB
		21%	19%	17%	23%

Table (144)

No major differences by gender or location were observed for this indicator. However, there were considerable differences between the type of staff who responded to this question: 62% of counsellors used referral mechanisms effectively, while only 14% of surveyed classroom teachers and 5% of PE teachers used referral mechanisms effectively. This suggests that referral mechanisms and monitoring of safety are not widely practiced by staff at the school apart from those specifically mandated to do so, or that teachers redirect the responsibility of using the referral system to the counsellors as it is their mandate.

Gaza Strip	Indicator total	Breakdown by gender	
1300.1 %/total of UNRWA staff who efficiently use existing referral mechanisms to address gender equality and monitor the safety of girls and report on GBV	17%	Male	Female
		17%	17%

Table (145)

West Bank	Indicator total	Breakdown by gender	
1300.1 %/total of UNRWA staff who efficiently use existing referral mechanisms to address gender equality and monitor the safety of girls and report on GBV	23%	Male	Female
		24%	22%

Table (146)

In general, a low percentage of UNRWA staff are efficiently using referral mechanisms in **Gaza Strip**, although there are big differences among staff: 61% of counsellors, 16% of teachers and 1% PE teachers. This suggests large discrepancies among staff in using referral mechanisms and limited capacity among staff despite the high need, as is apparent from the children's indicators. Interviews with various school staff including teachers, principals and education chiefs confirmed that counsellors play the main role in the referral process and that teachers are not mandated to refer children, except internally to the school counsellor or the principal.

According to counsellors, 92% were aware of a referral action plan and 61% had been involved in developing it. A high percentage of teachers (80%) and PE teachers (78%) were aware of an action plan but less had been involved in developing one. 92% of counsellors said they had received training on how to refer children with acute psychosocial needs, however, only 78% was confident in the steps to take to refer children. In comparison, 48% of teachers and 47% of PE teachers had received training but 67% of teachers and 31% of PE teachers reported knowing the steps to refer children. 47% of counsellors and 24% of PE teachers knew how to detect GBV in girls.

49% of counsellors had used the referral system and 41% of teachers had compared to 57% PE teachers which seems inconsistent with the percentage of PE teachers that was confident using the system. Counsellors normally referred a

child once or twice and the teachers more often: the difference is likely to result from the fact that teachers referred to school counsellors who was able to respond to the child's needs without further referral. Some teachers and PE teachers seem to be more frequently using the system than others. According to the school assessment form, principals estimated teachers to be referring students more often than counsellors, which could perhaps be due to the fact that teachers refer to counsellors who attempt to solve the issues unless they are severe.

During interview with one of the school principals in North Gaza he referred the weak referral system to the limited financial resources UNRWA is facing due to the cut of US funding, he said *"These days, there are no interventions or referrals for male [and female] students. After the 2014 war, there was a detection of many cases and there was intervention from several institutions that provided psychological support, but these days there is no psychological support except from the psychological counsellor inside the school... And now there is a problem that psychological counsellors face which is: In the past, the Mental Health Department at UNRWA was independent of Education Department... but now due to the UNRWA financial crisis, the psychological counsellor has become under the supervision of the Education Department and, therefore, there are a lot of restrictions on their work... they have no authority now to intervene or refer cases, except through the school principal."* Added to this is another important restriction that UNRWA does not allow referrals outside of UNRWA institutions. School principals in interviews complained about the fact that UNRWA does not provide sufficient services not specifically for GBV cases but for students that need help or need referred in general.

It seemed from interviews with area chiefs and principals that "referral mechanism" was often understood as something outside of the school, which only counsellors were able to do. Different mechanisms were set up to deal with cases inside the school, consisting of school staff and parents. Education Area Chiefs and principals said in interviews that teachers are trained to detect cases that require support from the school counsellor, including psychosocial screening.

Some differences between **GS and WB** were illustrated in the school assessment form, where 80% of Gazan principals reported counsellors to be using or allowed to be using the referral mechanism, as opposed to 45% of WB principals reporting so.

In general, in the **West Bank**, a low percentage of UNRWA staff are efficiently using referral mechanisms, although there are big differences among staff: 64% of counsellors, 11% of teachers and 14% PE teachers positively reported on the indicator. This suggests large discrepancies among staff in using referral mechanisms and limited capacity among staff despite the high need, as is apparent from the children's indicators.

According to counsellors, 85% were aware of a referral action plan and 68% had been involved in developing it. A high percentage of teachers (77%) and PE teachers (72%) were aware of an action plan but less had been involved in developing one (57%, and 62% respectively). 85% of counsellors said they had received training on how to refer children with acute psychosocial needs, however, only 56% was confident in the steps to take to refer children. In comparison, 54% of teachers and 52% of PE teachers had received training but 71% of teachers and 35% of PE teachers reported knowing the steps to refer children. 58% of counsellors and 32% of PE teachers knew how to detect GBV in girls. 56% of counsellors had used the referral system and 27% of teachers had compared to 29% PE teachers.

In an interview with the principal of Dura Primary School in Hebron Generate (south of WB), the principle mentioned that *"there are three individuals who are officially using referring cases of students who need help; the school's counsellor and principle as well as the educational supervisor...we have a support team for students which is led by the principle and we apply a participatory approach when dealing with cases; the school, the UNRWA's medical centre in Hebron, the psychological support division...etc. We also have a list of names of institutions in the area which we can refer students to as well as their phone numbers... The other day, I referred a female child in grade sixth whose father killed her mother...she was in a very bad condition...the school counsellor was following her, then we referred her to the UNRWA's psychological support division. They conducted counselling sessions with her at school and at home and she has improved..."* Another principal we interviewed (Deir Ammar Refugee Camp) mentioned that she "received

training on how to refer cases that need psychological support...you know we [principals] are in the front lines...they [UNRWA] taught us how to identify cases that need help, how to deal with them, and how to refer them if needed."

In the same context, we asked a senior UNRWA counselling supervisor in the WB who supervises 76 counsellors about the number of GBV-related-cases that have been referred from the schools he supervised, the answer was "10 cases at maximum." The supervisor also explained that *"counsellors who I supervise are under tremendous pressure. They say internationally that a school counsellor should follow up about 200 cases. Here in Palestine a counsellor follows up about 700-1000 cases and the ones who follow less cases are very few...we badly need at least other 20 counsellors in the areas we supervise in the WB including 8 counsellors for the Jerusalem and Jericho governorate."*

In the two FGs conducted with counsellors in Nablus and Jerusalem/Jericho, they mentioned that *"the school counsellor who is in-charge at the school level to refer cases that need further help and intervention...s/he cooperates with the school's principal and the UNRWA's supervisors."* They also explained that *"when considering a case to be referred we hold a meeting with the parent/s of the case/child and we put a plan to deal with case either it is a subjected to violence or sexual harassment...etc. and if needed we refer the case to be dealt with outside the school...many of the cases we deal with are cases of students who stop coming to school or face the risk of dropping out of school."*

Finally, teachers who participated in the Abu Dis and Dheisheh FGs provided more details to explain the role of teachers in the referral process. For example, some of the teachers participated in Dheisheh FG explained that *"we first deal with students who needs some help in class at the student-teacher level, then if we feel that things are more serious or the student is at risk, we refer the student to the school's counsellor to be dealt with."* One of the female teachers in the same FG has shared with us a relevant experience that he had: *"I noticed that one of the students got scared when I come close to him. Also, he used to stutter when I talk to him. After I enquired about him, I found out that his parents got divorce and he was a victim of domestic violence. We did not have a counsellor at that time so I tried to contact his mother but she was not very cooperative and was worried about her privacy so I had to deal with him and with time he improved a lot."* Teachers participating in Abu Dis FG also mentioned that they did not *"receive a training on how to refer cases, but we have some experiences as teachers on how to identify and diagnose cases that need psychological support. For example, if we notice that a student behaves in unusual way such as if s/he use violence or do not talk to other students... then we keep an eye on him/her and if needed we intervene."*

6.2.13.1 Comparison between intervention and control groups (Gaza only)

The teachers' performance on this indicator was compared to a control group of teachers and the results are shown in the following Table:

value	Intervention		Control	
#	31		20	
%	16%		18%	
	M	F	M	F
#	4	27	0	20
%	14%	16%	0%	18%

Table (147)

There is no difference between intervention and control groups in the proportion of referral mechanism used; the control and intervention groups show very similar results. This is what we would expect at baseline. We could assume that use of UNRWA referral mechanisms are similarly low in intervention and control schools.

6.2.14 Indicator 1300.2 %/total mothers, fathers, caregivers and community members responding to gender-based education needs of girls and boys

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1300.2 %/total mothers, fathers, caregivers and community members responding to gender-based education needs of girls and boys ⁹²	25%	Male	Female	Gaza Strip	West Bank
	CI 22-29%	26%	25%	24%	27%

Table (148)

While a quarter of surveyed parents are considered as responding to gender-based education needs, there were no major differences between mothers and fathers or regionally in responsiveness.

Gaza Strip	Indicator total	Breakdown by gender	
1300.2 %/total mothers, fathers, caregivers and community members responding to gender-based education needs of girls and boys	24%	Male	Female
		19%	27%

Table (149)

West Bank	Indicator total	Breakdown by gender	
1300.2 %/total mothers, fathers, caregivers and community members responding to gender-based education needs of girls and boys	27%	Male	Female
		29%	24%

Table (150)

The total proportion of parents in **Gaza Strip** who report to be responding to gender-based education needs remains at just a quarter of all parents, with higher responsiveness from women in the sample.

Out of the questions that contributed to this indicator, there was an overwhelming response of around 90% in parents' belief that it's good for boys and girls to learn at school how to protect from violence and sexual harassment, and for psychosocial support services being available to daughters and sons. A somewhat smaller proportion (70%) is confident in supporting their ability to support their child more now than in the past.

FGD participants were unanimous in their belief that their children should be taught at school how to protect themselves against violence. On sexual harassment, opinions were more varied and could be divided into four typologies: those supporting this without reservation; those supporting it with reservation, such as limiting the extent to which children are exposed to this topic; a third group considers family as the authority to educate children about this topic and is concerned about age-appropriate content; and some refused to comment.

The survey additionally measured parents taking action in case of detecting any following issues:

- 26% of parents knew of their daughter or another girl suffering from GBV. The majority reported taking action, and they most commonly referred to the school, followed by a health

⁹² Mothers and fathers are able to do the following (Reference PIP) :

- being able to follow up on referrals made by school counselors
- using the available referral and support mechanisms
- mothers/fathers know the available monitoring and referring tools to be used for referral and know how to use them.

clinic, an NGO, MOSA, or in a couple of cases, to a specialised relative or community leader. 8% of parents who knew of a girl suffering from GBV did not take action.

- Those parents who did not know a girl suffering from GBV were asked what they *would* do if they *did*. Interestingly almost 22% of parents said they wouldn't interfere, 3% they will refer the girls to the MoSD, 40% will refer the girl to the school, 16% to the health clinic, 13% to a relative or community leader, 4% to NGO and remaining mentioned other 3%, such as the police. Parents' inactivity is in line with a high percentage of women suffering from GBV in Palestine that do not report or do anything.⁹³

The school remains an overwhelmingly popular option, while a fifth of parents would not intervene. 'Other' options included the police. In FGDs parents elaborated that they went to ask for help where they thought they could get some.

- 28% of parents had a child referred to the school counsellor. Out of these, the vast majority followed up with a teacher of the counsellor on how their child is doing – 4% of them did not.
- 44% of parents had children dealing with high stress, anxiety, or nightmares continuously or often, with an additional 19% sometimes dealing with these issues. 18% of parents whose child was dealing with these issues did not take action, most of them in Gaza and Rafah governorates.

Those who took action most commonly referred their child to the school, or to a health clinic and a relative/community leader.

Mothers were more likely to report having children with anxiety or stress (70% did so against 51% of fathers), but conversely, more fathers reported having children referred to the school counsellor (41% against 26% of mothers). Fathers were more likely to take action and refer their child in cases of anxiety or stress (8% of fathers had children with anxiety but did not refer them, while 23% of mothers were in this situation). This could be due to mothers being less aware about where such services are available.

The above results suggest that parents would look to school for support in providing GBV and psychosocial services or to know how to deal with the situation. This was echoed by FGDs where schools were most commonly identified as a place to turn to for services: "We live in a closed environment and we do not know any institutions except school and medical centre... So, if there is any issue we inform the school."

Parents had mixed experiences with the psychosocial services provided by the school. Several parents gave positive examples of having consulted the school counsellor with positive results on their son. Even some proactive initiatives from the side of the school were mentioned in this regard:

"The school counsellor, and the school management, send us invitations from time to time... to attend workshops and 'meetings with parents' to discuss our kids' problems and issues either at school or at home...trying to find appropriate solutions..." - A father from Al-Zahra' Elementary School- al Brazil, Rafah

On the other hand, some parents complained about the lack of continuous cooperation between parents and school counsellors, arguing that children could be better served if school staff and particularly counsellors were more responsive, *"I went to the counsellor and asked him to interfere in a problem my son had with his teacher in the school, but he did not intervene...[so] I followed the problem myself with the teacher... after I tried with the counsellor many times but without success..."* - a mother from Al-Shati School, Gaza.

According to the quantitative results, parents are more likely to act in cases of detected GBV and to follow up a referred child than they are on anxiety related problems. In FGDs, most parents were not aware of GBV cases or assumed it did not happen in the schools their children attended, *"Violence against our boys is usually verbal or psychological abuse*

⁹³ <http://www.pcbs.gov.ps/Downloads/book2480.pdf>

that is usually due to bullying. It does not reach to the point of GBV and mostly there is no need to reporting... [So] we usually resort to "verbal complaint" by going to the school's counsellor, teacher, or principal."

In terms of child protection issues, most families (87%) did not report child marriage, dropping out from school to work or being hit at home. For details, see Table 152 in the list of tables.

The percentage of parents (both males and females) who report to be responding to gender-based education needs in the **West Bank** is 27%, with no significant differences between males and females in the sample. Out of the questions that contributed to this indicator, there was an overwhelming response of around 91% in parents' belief that "it is good for boys and girls to learn at school how to protect from violence and sexual harassment." Also, 95% of parents believe that it is important that "psychosocial support services are available to daughters and sons."

When parents who participated in the two FGs conducted in Ya'bed and Arraba in Jenin governorate were asked why they believe it is good for boys and girls to learn at school how to protect themselves from violence and sexual harassment they said *"because these things happened and they should learn how to act to protect themselves. We [parents] complete the role of school in this regard. We, for example, tell our boys and girls not to allow anybody to touch your private parts... You have to close the washroom when you use it at school and you must not allow anybody to see you naked when you change your clothes...we also advise them not to make friendship with kids who are much older than you."*

When asked why is it important that psychosocial support services should be available to your daughters and sons, some of the mothers stressed that *"kids should first receive psychological support from their families at home, then from school and school staff because school staff are more experienced and more educated than many families...and because some families suffer from problems and do not provide sufficient support to their kids."* However, some of the mothers who participated in Arraba mentioned that *"there are no counsellors in the school which our kids attend."* On the other hand, parents participating in the other FG (Ya'bed) gave some examples of how a school counsellor has helped their children in solving some psychological issues. According to one, *"my daughter faced an incidence that made her suffer from difficulty in speaking...I talked to her school counsellor who gave me some good advice such as encouraging her to draw pictures and get her busy doing certain things...Thank God she has improved."* Another mother mentioned that her son *"stopped going to school and wanted to drop out from school...so I've talked to the school counsellor and he was able to convince him not to do that..."*

The survey additionally measured parents taking action in case of detecting any following issues:

- 23% of parents knew of their daughter or another girl suffering from GBV. The majority (75%) reported taking action, and they most commonly referred to the school (44%), followed by the Ministry of Social Affairs (13%), a health clinic (10%), and a relative or community leader (6%).
- Those parents who did not know a girl suffering from GBV were asked what they *would* do if they *did*. 25% reported they wouldn't intervene, 13% they will refer the girl to the MoSD, 44% they will refer the girl to the school, 10% to the health clinics, 6% to a relative or community leader, 1% to NGO and the remaining to others 1% (including trying to solve the problem themselves or don't know what to do).

None of the parents in the two FGs mentioned that their daughter or son have suffered from GBV. When asked what they would do if that happened some of them said that *"we resort to our family or Hamoula [clan]"* and some other mothers said that they *"would inform or consult the counsellor of the school."*

As the above Table shows, the school remains the most popular option (44%), while about one-fourth of parents would not intervene. 'Other' options included the police.

- 23% of parents had a child referred to the school counsellor. Out of these, the majority followed up with a or a counsellor on how their child is doing.
- 41% of parents had children dealing with high stress, anxiety or nightmares "always" or "often," with an additional 49% who "sometimes" dealt with these issues during the last year.

21% of parents whose child was dealing with these issues did not take action, and those who took action most commonly referred their child to the school (19%), to a health clinic (6%) and or to a relative/community leader (2%).

In terms of child protection issues, Table 154 in the list of tables shows in detail that most families (92%) did not report child marriage, dropping out from school to work, or being hit at home.

6.2.15 Indicator 1300.3 %/total of girls and boys who receive focused psychosocial and GBV services

Palestine	Indicator total ⁹⁴	Breakdown by gender ⁹⁵		Breakdown by location	
Indicator 1300.3 %/total of girls and boys who receive focused psychosocial and GBV services	3%	Male	Female	Gaza Strip	West Bank
		1%	1%	3%	2%

Table (155)

This question was responded to by school principals. Due to the small number of students who were benefitting from these services in relation to the total student body of the sample, the indicator percentage is low. “Advanced” psychosocial and GBV services were received by 1% of both males and females (no gender breakdown is available for “specialized” psychosocial services); GS children were much more likely to use these services.

Gaza Strip	Indicator total ⁹⁶	Breakdown by gender	
Indicator 1300.3 %/total of girls and boys who receive focused psychosocial and GBV services	3%	Male	Female
		0%	1%

Table (156)

West Bank	Indicator total ⁹⁷	Breakdown by gender	
Indicator 1300.3 %/total of girls and boys who receive focused psychosocial and GBV services	2%	Male ⁹⁸	Female
		0%	2%

Table (157)

A relatively small number of children are reported by school principals in **Gaza Strip** to have been receiving psychosocial services. This is not consistent with parents and children’s reports of how often they have used such services; it is possible that a higher number of children has been using services in the past year than what reported by schools. On the other hand, psychosocial services are likely defined differently by the school management than a mere visit at the school counsellor. From the qualitative data it emerges that school principals were not confident in their data, stating they did not know exact numbers or that the counsellor would have them. A follow-up on these findings may reveal the criteria used to admit children to the services that define these numbers and how to lower the barrier of accessing such services. It should also be kept in mind in mid-line and final evaluations of this project to verify if any large changes may be due to a better tracking system or reporting than necessarily more children being served.

⁹⁴ Includes specialised psychosocial services and advanced psychosocial and GBV services

⁹⁵ The gender breakdown only includes advanced GBV and psychosocial services (for specialised psychosocial services, no gender breakdown is available). Hence the total percentage is higher than the breakdown between gender.

⁹⁶ Includes specialised psychosocial services and advanced psychosocial and GBV services

⁹⁷ Includes specialised psychosocial services and advanced psychosocial and GBV services

⁹⁸ The gender breakdown only includes advanced GBV and psychosocial services (for specialised psychosocial services, no gender breakdown is available)

Regarding the schools' capacities to respond to these kinds of needs, an Education Area Chief said that "all teachers received GBV training as part of a mandatory capacity building program... teachers in the [Education] Area never faced any GBV case ... in general there is no specific plan responsive to gender-related-issues."

A small number of children are reported by school principals in the **West Bank** to have been receiving psychosocial services. This is not consistent with parents and children's reports of how often they have used such services. This is maybe due to differences in defining such services. To the note that principals are not necessarily aware of all counselling activities in the school as some –small- issues can be resolved through joint efforts by counsellors and teachers, counsellors and parents, and/or counsellors and students. Also, in some schools there are no counsellors at all but some teachers take the initiative and play the role of a counsellors without necessarily informing school principals. In such cases, provided psychosocial services are known to children, their parents, teachers, or counsellors but not to principals.

6.2.16 Indicator 1300.4 % total of teachers who receive support from education supervisors to deliver gender - responsive learning

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1300.4 % total of teachers who receive support from education supervisors to deliver gender-responsive learning	31%	Male	Female	GS	WB
		30%	32%	28%	35%

Table (158)

As with all teachers' indicators, there are no gender differences affecting performance on the indicator ($p=0.75$). A higher but non-significant percentage of WB teachers report receiving support ($p=0.17$).

Gaza Strip	Indicator total	Breakdown by gender	
1300.4 % total of teachers who receive support from education supervisors to deliver gender-responsive learning	28%	Male	Female
		32%	28%

Table (159)

West Bank	Indicator total	Breakdown by gender	
1300.4 % total of teachers who receive support from education supervisors to deliver gender-responsive learning	35%	Male	Female
		29%	38%

Table (160)

The majority of teachers (99%) in **Gaza Strip** confirmed that they are always or often visited by the education supervisors. The following supportive actions from education supervisors have been reported by the teachers from the least to the most frequently reported support:

- I have a follow up plan with an education supervisor which considers gender-responsiveness, 47% reported yes.
- I feel I am supported by an education supervisor to deliver gender-responsive play-based learning e.g. through coaching, following up, instructions, discussing gender-responsive learning, supports with the curriculum, gender-responsive practices, etc, 73% reported yes.
- I discuss the way of delivering the lessons with an education supervisor, 99% reported always or often.

Interview findings with school principals are supportive of the above quantitative results in regard to gender-responsive support. All agreed that education supervisors focus mainly on curriculum delivery and teachers' performance, as in the words of this school principal from east Gaza City: *"In general, the educational supervisors focus on educational performance and the difference between student levels regardless of gender."*

In the **West Bank**, the vast majority of teachers (94%) confirmed that they are always or often visited by an education supervisor, and the remaining (6%) are either rarely or never visited. The following supportive actions from education supervisors have been reported by the teachers from the least to the most frequently reported support:

- I have a follow up plan with an education supervisor which considers gender-responsiveness, 57% of teachers reported yes.
- I feel I am supported by an education supervisor to deliver gender-responsive play-based learning e.g. through coaching, following up, instructions, discussing gender-responsive learning, supports with the curriculum, gender-responsive practices, etc., 72% reported yes.
- I discuss the way of delivering the lessons with an education supervisor, 94% reported always and often, and the remaining 6% reported they "sometimes" do that.

Immediate outcomes 1110 Improved skills of teachers to implement gender-responsive play-based learning into teaching practice

The following indicators from the PMF have not been measured as part of this baseline assessment: 1110.1, 1210.1, 1210.2, 1220.1, 1220.2, 1310.2. This is because the source of these indicators is the GR-COTT tests which were not carried out in the timeframe of this assessment. The baseline values for these indicators will instead be calculated by RTP M&E staff when the trainings have been carried out.

6.2.17 Indicator 1110.2 %/total of teachers that know the strategies to include girls in educational activities

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1110.2 %/total of teachers that know the strategies to include girls in educational activities	70%	Male	Female	Gaza Strip	West Bank
		80%	67%	67%	83%

Table (161)

The total scoring on this indicator is relatively high, but there are more than 10 percentage point differences between male and female teachers ($p=0.09$) and between GS and WB ($p=0.04$), with interestingly male teachers knowing more strategies to include girls in educational activities. Regionally, the proportion was higher in WB.

Gaza Strip	Indicator total	Breakdown by gender	
1110.2 %/total of teachers that know the strategies to include girls in educational activities	67%	Male	Female
		79%	65%

Table (162)

West Bank	Indicator total	Breakdown by gender	
1110.2 %/total of teachers that know the strategies to include girls in educational activities	83%	Male	Female
		81%	85%

Table (163)

The following dimensions were assessed to respond to the above indicator and their results are as follows:

- 1- I give girls and boys equal opportunities to participate in classroom activities (e.g. to give answers, ask questions, express their ideas, etc.) (84% of teachers reported they practice this).
- 2- The children take on roles and participate in activities that are non-traditionally fulfilled by their gender (82% of teachers reported they practice this such as boys play a role of cook or girls plays a role of football player).
- 3- Gender inclusive language and gender-neutral terms are used in the classroom E.g. police officer vs. policeman, (80% of teachers reported they practice this).
- 4- I am aware of strategies to include girls in the educational activities (90% of teachers reported to practice this).

During FGDs teachers provided some explanations around strategies they use to include girls in educational activities, for example, *"We usually use masculine or male terminology...we speak to all students in the 'male language'...because it is more comprehensive..."*. However, one of the teachers in the FGD commented that, *"Girls sometimes object to this and tell me why do you address the students as males and not as females?"*.

The results were similar in the **West Bank**: 77 %% of teachers have chosen the "not applicable" option, 21-23%, of primary teachers mentioned that they either "always" or "often" apply these practices and 1-2% said that they "sometimes" apply them:

- children taking on roles and participate in activities that are non-traditionally fulfilled by their gender
- Using gender inclusive language and gender-neutral terms in the classroom (e.g. police officer vs. policeman).
- Being aware of strategies to include girls in educational activities such as giving girls and boys equal opportunities to participate in classroom activities.

Several teachers in the FGDs mentioned that they gave boys and girls roles that are non-traditionally fulfilled by their gender. For example, in Abu Dis FG one of the teachers mentioned that she asked some *"girls to play the role of some Arab poets ...they put moustaches on their faces, wear men-clothes, and spoke in manly voice...they were comfortable doing that."* Also, they stressed that *"we treat boys and girls equally in the classroom."*

6.2.17.1 Comparison between intervention and control group

The baseline value of this intervention group was compared to a control group (Gaza only):

value	Intervention	Control
#	130	96
%	67%	88%

Table (164)

The differences between intervention and control groups on this indicator is significantly different, with control group teachers being more aware of strategies to include girls in educational activities. This is interesting because on the students' side, the control group girls had shown a significant difference in having a less positive perception of their teacher. Among children in North Gaza, there was no longer a significant difference.

Controlling for the teacher's gender doesn't account for the differences observed on this indicator and unlike with the children's perception of the teacher, neither does controlling for governorate (North Gaza and Gaza). However, there were differences in teachers' years of practice between intervention and control group, with the control group having a higher proportion of younger teachers. A correlation analysis reveals that in the GS, teachers' years of practice is very strongly related to being more aware of strategies to include girls ($p=0.006$). This could possibly explain the differences in performance on this indicator between intervention and control group.

6.2.18 Indicator 1310.1 %/total of education supervisors with positive attitudes towards ensuring gender-responsive learning environments in schools

Palestine	Indicator total	Breakdown by school gender			Breakdown by location	
1310.1 %/total of education supervisors with positive attitudes towards ensuring gender-responsive learning environments in schools	61%	Coed	Male	Female	Gaza Strip	West Bank
		84%	52%	46%	63%	55%

Table (165)

Despite the higher proportion of education supervisors with positive attitudes towards ensuring gender-responsive learning environments in schools, there is weak evidence that there are significantly more education supervisors showing these attitudes than those who do not ($p=0.08$). There is a significant difference ($p=0.01$) in attitudes depending on the type of school the supervisor comes from, with coed school supervisor having much higher likelihood of positive attitudes than male and female schools, the latter of which showed least sensitivity to the question. Due to the small number of the sample relative to the difference, there is also not a significant difference ($p=0.53$) between GS and WB despite more Gazan education supervisors demonstrating a positive attitude.

Gaza Strip	Indicator total	Breakdown by school gender		
1310.1 %/total of education supervisors with positive attitudes towards ensuring gender-responsive learning environments in schools	63%	Coed	Male	Female
		90%	55%	39%

Table (166)

Westbank	Indicator total	Breakdown by school gender		
1310.1 %/total of education supervisors with positive attitudes towards ensuring gender-responsive learning environments in schools	55%	Coed	Male	Female
		71%	0%	50%

Table (167)

According to a school official interviewed in **Gaza Strip**, 41% of education supervisor visit the schools on weekly basis, 46% on monthly basis and 13% on quarterly basis.

The following are the key dimensions of education supervisors' attitudes towards ensuring gender-responsive learning environments in schools ordered ascending from least frequently reported attitudes to the most frequent:

- Education Supervisors provide support on problem behaviour management i.e. the child is involved in identifying a solution or alternative behaviour (83% reported highly frequent attitude and 15⁹⁹% low frequent), female gender schools performed better compared to others.
- Education Supervisors provide support on problem behaviour management i.e. the child is involved in identifying a solution or alternative behaviour (89% reported highly frequent attitude and 11% low frequent), COED schools performed better compared to others.
- Education Supervisors provide support on the teachers' communication style with children i.e. children are actively listened to when they talk, (97% reported highly frequent attitude and 3% low frequent), female schools performed better compared to others.

⁹⁹ Remaining % is not applicable

- Education Supervisors provide support on gender inclusion and equality i.e girls and boys have equal opportunities to participate in classroom activities e.g. to give answers, ask questions, ex, (94% of COED schools highly frequent, 23% from male schools low frequent)¹⁰⁰.
- Education Supervisors provide support on inclusion of children living with disabilities i.e. children living with disabilities actively participate in the classroom school activities or discuss, (92%¹⁰¹ reported highly frequent attitude).
- Education Supervisors provide support on the children are engaged through participatory learning i.e. children have opportunities to talk to each other about the lesson. (90% reported highly frequent attitude and 6% low frequent).
- Education Supervisors provide support on curriculum (100% reported highly frequent attitude).

Interestingly although the indicator baseline is quite high, it was found through the interviews conducted with school principals that they don't think that education supervisors tend not to pay enough attention to gender-related-matters, as one school principal from Rafah confirmed: *"Educational supervisors visits schools twice a month, and I cannot measure their positive attitudes towards gender for two reasons. The first is that the school is a girls' school, and second the educational supervisor is concerned with the job performance of teachers and the educational attainments of the students regardless of gender"*.

According to the school official interviewed in the **West Bank** 15% of education supervisor visit the schools on a weekly basis, 65% on monthly basis and 20% on quarterly basis. The following are the key dimensions of education supervisors' attitudes towards ensuring gender-responsive learning environments in schools:

- Education Supervisors provide support on problem behaviour management i.e. The child is involved in identifying a solution or alternative behaviour (75% reported highly frequent attitude and 25% low frequent), male schools performed better compared to others.
- Education Supervisors provide support on teachers' encouragement style i.e. the child is encouraged and actively acknowledged, even if they give incorrect answers. (95% reported highly frequent attitude and 5% low frequent),
- Education Supervisors provide support on the teachers' communication style with children i.e. children are actively listened to when they talk, (95% reported highly frequent attitude and 5% low frequent), male schools performed better compared to others.
- Education Supervisors provide support on gender inclusion and equality i.e girls and boys have equal opportunities to participate in classroom activities e.g. to give answers, ask questions. (100% of COED schools scored highly frequent in comparison with only 42% of female schools, male schools not applicable.)
- Education Supervisors provide support on inclusion of children living with disabilities i.e. Children living with disabilities actively participate in the classroom school activities or discuss (75% reported highly frequent attitude, and 15% low frequent, and 10% not applicable).
- Education Supervisors provide support in that children are engaged through participatory learning i.e. the children have opportunities to talk to each other about the lesson. (85% reported highly frequent attitude, 10% low frequent, and 5% not applicable).
- Education Supervisors provide support on curriculum (90% reported highly frequent attitude, 5% low frequent, and 5% not applicable).

Educational supervisors interviewed were asked report to be paying attention to ensure that the schools they supervise have gender-responsive learning environment but they tend to be vague and general. For example, a supervisor who supervises 140 teachers in 31 UNRWA schools in the governorate of Ramallah mentioned that *"gender-related-matters is part of our policies. We received training about these matters and we try to apply what we have*

¹⁰⁰ 100% from female schools not applicable reported

¹⁰¹ Remaining % is not applicable

learned with focus on bullying, and violence.” Another supervisor who supervises more than 80 teachers also said that “paying attention of gender-related-issues is an original part of our work within UNRWA long time ago. We follow these issues and supervise them strongly.” However, when teachers were asked about the role of educational supervisors in this regard it was mentioned that their role is either very weak or completely absent.

6.2.19 1320.1 % total of mothers, fathers and caregivers with knowledge of where psychosocial support services are provided and where and how to formally report GBV

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1320.1 % total of mothers, fathers and caregivers with knowledge of where psychosocial support services are provided and where and how to formally report GBV	42%	Male	Female	Gaza Strip	West Bank
		52%	35%	45%	41%

Table (168)

The differences between achievement and non-achievement are significant on all parents’ indicators ($p < 0.00$), ie there is likely to be a genuinely greater proportion of parents without knowledge of where psychosocial support services are provided or how to report GBV.

However, we found strong evidence ($p < .00$) for a higher proportion of fathers or male caregivers having knowledge of where psychosocial support services are provided and where and how to formally report GBV, compared to females. In contrast, there is not a big difference in knowledge between GS and WB parents.

Gaza Strip	Indicator total	Breakdown by gender	
1320.1 % total of mothers, fathers and caregivers with knowledge of where psychosocial support services are provided and where and how to formally report GBV	45%	Male	Female
		70%	31%

Table (169)

Westbank	Indicator total	Breakdown by gender	
1320.1 % total of mothers, fathers and caregivers with knowledge of where psychosocial support services are provided and where and how to formally report GBV	41%	Male	Female
		45%	38%

Table (170)

In **Gaza Strip**, the overall indicator of 45% of parents with knowledge of where psychosocial support services are provided and where to formally report GBV masks a considerable difference between males and females. While the majority of men are aware, only a third of women are. This finding is in line with the recent violence survey by PCBS in 2019 where only 28% of Gazan women who were married or divorced know the available GBV services in case they faced any type of GBV.

A further detailed investigation into individual questions reveals that in terms of awareness of where psychosocial services are available, males and females score similarly (66% and 58% respectively). The FGDs elucidate that location could be a factor. In one location in Gaza governorate, participants were aware of where psychosocial and GBV services were available such as UNRWA clinics, the school and specific NGOs, someone having benefited from these services before. Many participants in the other two locations where FGDs were conducted with parents, the Middle area and Rafah, indicated they only knew of the school counsellor providing psychosocial services. Some mentioned some NGOs,

hospitals and clinics but did not specify names. Respondents from Rafah explained that their community was marginalised and close to the border area where services are limited. Participants from the Middle area and Rafah also did not know about the existence of GBV services.

A greater disparity between genders is observed in knowing what steps to take to provide the child with psychosocial services or report GBV services where in both cases 30% of females and around 15% of males do not know what to do. In FGDs, participants stressed the school counsellor or teacher as a resource to rely on, while some parents said they would first attempt to address the issue at home. A small proportion of less than 2% reported not knowing what GBV is. Parents in FGDs regarded it as important for psychosocial services to be available for girls and boys but mostly did not have experiences with this.

As the Table (170) above shows, 41% of parents in the **West Bank** have good knowledge of where psychosocial support services are provided and where to formally report GBV. The percentage of males who are familiar with this information is, to a limited degree, higher than females.

The same applies to some limited gender differences found in regard to whether parents know where to report GBV (44% of males said yes, they know, in comparison with only 38% of females). Also, in regard to knowledge of what steps to take to provide children with psychological support services; 51% of males said that they know those steps that in comparison with only 37% of females.

In the same context, 69% of parents mentioned that they have received information about where psychological support services for children are available. However, when parents were asked during FGs and interviews whether they know where to go to obtain psychological support for their children if needed, most of those who answered the question [all of them mothers] said that they resort to the school counsellor. None of them seem to know about other places or institutions that provide such support to their children other than the school with the exception of one mother who mentioned “a psychologist” as someone she might resort to if her son needs psychological support.

6.2.20 Indicator 1320.2 % total of mothers, fathers and caregivers with positive perception of gender equality

Palestine	Indicator total	Breakdown by gender		Breakdown by location	
1320.2 % total of mothers, fathers and caregivers with positive perception of gender equality	61%	Male	Female	Gaza Strip	West Bank
		56%	64%	59%	62%

Table (171)

There were more females that regarded gender equality positively, but this difference was not statistically significant ($p=.07$), so there is weak evidence to support a true gender difference. Perception does not greatly differ between GS and WB.

Gaza Strip	Indicator total	Breakdown by gender	
1320.2 % total of mothers, fathers and caregivers with positive perception of gender equality	59%	Male	Female
		55%	61%

Table (172)

Westbank	Indicator total	Breakdown by gender	
1320.2 % total of mothers, fathers, and caregivers with positive perception of gender equality	62%	Male	Female
		56%	67%

Table (173)

Nearly two thirds of the parents in **Gaza Strip** score having a positive perception of gender equality, with some more positive perception detected among females in this sample. Caregivers in Khan Younis reported a markedly lower positive perception of gender equality (39%) than the rest of the governorates.

The indicator was calculated by answering 'yes' to all questions, but a high proportion of parents responded either 'yes' or 'to some extent' to nearly all questions. Hence, a high proportion of parents had a positive perception of individual questions but did not necessarily count towards the indicator. Parents reported an overwhelmingly positive response to girls and boys having the same rights at school and in life (94%) and a majority believed in same opportunities at school and in life (89%). 75% believed girls and boys should have the same responsibilities at school and in life and 84% support them learning about gender equality at schools. The FGDs reflected similar results, where the majority of parents agreed on the same rights, opportunities and responsibilities, but some being hesitant about what equality means between boys and girls in life means or it what should mean.

Parents generally considered it good to learn about gender equality at school, but a minority had reservations about this matter, emphasizing it should start from home and reminding that it should be done in a way that respects the Islamic religion. One participant mentioned that practicing gender equality at home was made more difficult by the presence of grandparents.

Finally, 91% of parents believed the interests, needs and priorities of boys and girls should be recognised by parents and the school. One parent in an FGD mentioned that the school had better financial resources than families to support children's interests. Parents discussed different hobbies where some said they allowed their daughters to pursue different interests at school or outside, and some parents considering that some hobbies such as sports are not appropriate for girls, especially when they get older.

As the Table (173) above shows, a majority of parents and caregivers in the **West Bank** (62%) have a positive perception of gender equality, with some more positive perception noticed among females in this sample. Caregivers in Hebron reported lower positive perception of gender equality (38%) than the rest of the governorates (Nablus 67%, and Jerusalem 78%).

A large majority of parents reported positive response to girls and boys having the *same rights* at school and in life (87%). Also, a large majority (88%) of parents believe that it is good that boys and girls have the same *opportunities* at school and in life. In the same context, a majority of parents also believe that girls and boys should have *the same responsibilities at school and in life* (74%), and 84% of them support girls and boys learning about *gender equality* at schools. Finally, 92% of parents believe that *the interests, needs and priorities* of boys and girls should be recognized by parents and the school.

During FGs and interviews with parents, we also heard positive perceptions from parents about gender equality. For example, participants in Arraba FG stated that *"of course boys and girls should be treated equally, and should have equal opportunities at school and in life...nowadays, boys and girls have equal rights...things have changed in this regard and are not like what we used to have in the past [gender discrimination]."* Parents in Ya'bed FG gave similar answer but mentioned some examples to support that answer. For example, one of the mothers said *"I gave my boys and girls a similar allowance."* Another mother said *"I even feel that my husband treats our daughter nicer than he treats our son."* A third mother said that *"I will give my daughter in the future [when she goes to university] the right to study whatever she wants...I won't prevent her from that or decide on her behalf what to study."*

However, discrimination between daughters and sons become very obvious when children become older (e.g. males enjoy personal freedom much more than girls, their opinions and preferences are taken into consideration by parents much more than girls especially when it comes to matters such as choosing their partners for marriage, choosing where to study outside or inside the country, in a university that is close to home or away from home...etc. More importantly, it is true that Palestine has recently achieved gender-equality in the field of education (numbers of girls is even slightly higher than number of girls in schools and university). However, things dramatically change when female graduates enter the job market. The percentage of Palestinian females in the labour forces is, according to the last census of 2017, only 19% which is one of the lowest percentages worldwide, whereas the percentage of males in the Palestinian labour forces is above 72%.

6.3 Monitoring and evaluation for the MAAN project

6.3.1 Theory of change and assumptions monitoring

The theory of change that was developed before the baseline study was found to be sound and coherent. The ultimate outcome level indicators were among the lowest achievements, which is consistent with the theory that the indicators on lower levels should be achieved for factors related to well-being and social connectedness and classrooms to be functioning optimally. Some correlations and triangulations have been done comparing values between different levels of the PMF as described in the results, supporting the proposition that the relationships between the levels are plausible.

However, it was noticed that the ultimate outcome indicator social connectedness is included in psychosocial wellbeing, so those two indicators are partly repeated. Age-based ultimate outcome indicators should have been considered instead and been more specific based on an initial assessment or screening for a statistical sample of the children.

Data was collected at baseline about important assumptions in the MA'AN project, to evaluate whether any modifications should be made to the project to increase the likelihood of actualising the theory of change. The project's assumptions are outlined in Appendix 2.

At the level of **immediate outcomes** and in terms of training and skills to provide gender-responsive PBL, the majority of teachers understand the effectiveness of related practices such as positive discipline and challenging gender bias (between 84-93% - more positive responses in GS) and is hence likely to adopt the messages of the training. The training may strengthen the one tenth of teacher who is somewhat convinced of these concepts but may not be familiar with them or master them well.

In terms of UNRWA officials' (school principals were surveyed) likelihood in being supportive agents in project implementation, 10% in WB and 4% in GS was not interested. The majority reports being very much interested (87% in GS and 55% in WB). A greater percentage in WB reported to have been involved in the conception and design of the RTP project (40%, as opposed to 18% in GS).

A generally high percentage of school staff is supportive of gender-responsive PBL. A challenge noted by the consultants was that not all schools have a counsellor despite a high need for them. It is recommended that each school has its own counsellor as part of an active referral and student support mechanism.

Parents participation may be a challenge in the project: in the last year, 40% (GS) and 30% (WB) of parents had never participated in a school event, however it is also notable that a large part of these had not received an invitation for this either.

The assumptions framework (Appendix 2) shows the **higher-level assumptions on intermediate and ultimate outcome level** which can be monitored once the project is being implemented. RTP staff and especially the mid-line evaluation are encouraged to pay due attention to these assumptions, already included in the tools to be used at mid-line, to identify potential gaps in progress in any indicators and to define which aspect of this multi-stakeholder project should be strengthened.

The baseline study has uncovered further assumptions that are crucial for the fulfilment of the project's objectives. These are described and discussed further in the Conclusions section.

6.3.2 Proposed changes to the Analysis framework

Some modifications have been made to the analysis framework based on the baseline experience in addition to the 1st draft report revision done by RTP team. These include mostly clarifications in calculations such as taking into account 'not applicable' Options, clarifying inconsistencies and other small updates. All changes have been marked in red. Most notably, indicator 1000.3 was renamed slightly to better describe its comprehensive nature. Apart from this, no major changes have been undertaken and the AF was found a solid backbone for any future evaluations.

7 Conclusions

The 5-year project is a comprehensive response targeting multiple stakeholders within the UNRWA school ecosystem. Correspondingly, the monitoring and evaluation system should also be comprehensive, capturing and understanding change on a variety of levels and stakeholders. The baseline assessment sets the starting values, informs targets and establishes guidance for M&E of the project.

The baseline assessment confirms the relevance of the planned MA'AN project to UNRWA schools. It has highlighted gaps and weaknesses to which the project would bring significant added value. Other areas already have a relatively high baseline value, potentially due to the fact that UNRWA schools have been targeted by a variety of organizations for a number of years. With an overview at baseline of what areas within the UNRWA system require attention and where MA'AN could have most added value, alongside with identification of existing resources and knowledge presents an opportunity for RTP to focus resources efficiently and maximize the impact of the project

The conclusions and recommendations sections intend to synthesize the presented findings and also highlight programmatic implications for the MAAN project in this light.

Social connectedness

From all children surveyed across WB and GS, 31% from both grade groups 1-4 and 5-9 have strong social connectedness with some differences per location, and the remaining 69% have weak social connectedness with clear differences between both locations: Gazan children are found to be weaker compared to the WB children. Among children 1-4 peer associated self-efficacy was found to be the least scored dimension, while among children 5-9 the school support and family support dimensions were the lowest. Oberle, Schonert-Reichl, and Zumbo (2011) observed that ecological assets (i.e., school connectedness, perceived neighbourhood support, parental and positive peer relationship) significantly and positively predicted early adolescents' life satisfaction. The positive influence of connectedness on well-being is thought to arise from the fact that connectedness serves the motivational need to belong (Townsend & McWhirter, 2005). The findings from this baseline study are in line with the observations by Oberle, Schonert-Reichl, and Zumbo (2011) where statistically significant correlations were found between children's wellbeing and the perceived social interaction through school and family support¹⁰² for both grade groups.

Wellbeing and social and emotional skills

Psychosocial wellbeing **focuses on only two aspects of wellbeing**. These are **psychological** (emotional, cognitive and motivational) **and social aspects of wellbeing and their inter-connections** (INEE, 2016)¹⁰³.

RTP (Trainer Manual, p. 9) defines **psychosocial wellbeing** as a result of inter-connections between someone's psychological and social worlds in other words, a person's inner world (one's thoughts, emotions, motives, attitudes,

¹⁰² Refer to correlation significance details per section

¹⁰³ This means that connections of aspects of physical wellbeing and psychosocial wellbeing are temporarily set aside for theoretical and methodological reasons, but these connections should not be forgotten when interpreting measures of psychosocial wellbeing. E.g., protracted malnutrition will have a significant influence on children's psychosocial wellbeing.

beliefs, etc.) and outer world or environment (relationships, networks, culture, etc.).¹⁰⁴ The definition of students' wellbeing was developed based on a thorough desk review process based on the INEE definition of wellbeing and the RTP manual on measuring wellbeing through assessing the children's capacity in the three interconnected domains of human capacity, social ecology and culture and values.

14% of children surveyed have strong wellbeing while the remaining 86% have weak wellbeing among the two age groups in Palestinian UNRWA schools. Interestingly children from 1-4 are weaker in the human capacity domain like self-regulation (45%) and self-efficacy (41%). Skills that matter are multidimensional and include cognitive, social and emotional facets with no gender differences triggered for this age group. These skills interact and cross-fertilize, and progressively develop as children grow up. Some differences were found between GS and WB where children in Gaza were found to have weaker wellbeing compared to children in WB. This could be explained with the high intensity and stress of everyday life in the Strip, including but not limited to a strained economic situation and occasional air strikes.

Children from 5-9 have weaknesses across two domains, the social ecology domain like school support (36%) which scored the least and the human capacity domain like self-efficacy which scored least (57%) among the items of that domain. Interestingly, more females reported good wellbeing compared to male students although when specifically talking about life satisfaction female students were found to be less satisfied than males about life in general. This could be attributable to higher levels of aggression and violence reported among boys both in grades 1-4 and 5-9 which also seemed to increase discomfort of boys at school. Children 5-9 see that school and teachers' support is dependent on their level and academic achievement where high academic achievers receive differential treatment compared to other students. This increases their feelings of weak school support and their dissatisfaction about this support. Both age groups have shown strong cultural and values domain like hope.

Dealing with negative emotions was difficult for children of all ages and both genders. Girls may have less opportunities than boys to access stress relieving activities as movement and socialisation is more restricted, explaining greater inability among some girls to control their temper. Our findings suggest that play-based activities and counselling that address dealing with negative emotions such as fear and anger would be beneficial for a large number of children. In addition, PE classes which are neglected in some schools and generally not prioritised could present an opportunity to release negative emotions, given staff is trained and has the necessary equipment and resources.

Emotional and safe environment

Almost a third of classrooms and PE sessions observed (32%) fulfil the criteria for providing an emotional and social environment that enhances well-being at school. Some fluctuation exists between WB (51%) and GS (22%). The classroom indicator has been determined as a sum of the following components:

- Teachers' (primary and PE) practices, namely integration of PBL into teaching practice
- Physical environment of the classroom mainly focusing on enhancing the encouragement environment for children visually and educational resources are weak.
- Child participation in classroom activities, as judged through observation.
- Gender inclusion measured by gender-responsive PBL methodologies by teachers.

Teachers' practices were found to achieve the lowest score in the classroom/PE session observations mainly due to weak integration of play-based techniques. This aspect faces difficulties due to the contextual challenges affecting Palestine and the education system such as the teacher-to-students ratio which is high, the double shifts school system and limited time for lesson delivery which leaves the teachers with little choice than focusing on delivering the curriculum. The physical environment was found to be satisfying with room for improvement to further enhance the visual environment to be more encouraging for children. Interestingly, physical education is often under-estimated

¹⁰⁴ BACKGROUND DOCUMENT ON MEASURING PSYCHOSOCIAL WELLBEING WITH VALIDATED TOOLS

and not receiving sufficient attention as a key session to support children's wellbeing and a space to practice play-based techniques: a shortage in resources, staff and a clear strategy were to be the main barriers for proper delivery of play-based techniques in PE sessions.

Primary teachers' practices

Teachers' practices were the least scored dimension in the classroom observations. Gaps have been identified in teachers' behaviour management practices, applying play-based techniques, gender inclusion and teachers' encouragement towards children. Some gender differences in teachers were observed where female teachers were less likely to be actively listening and positively engaging the children. Reinforcement of primary teachers' communication style is encouraged, with focus on female teachers to actively listen to the children, provide clear instructions with appropriate volume and speed and lastly but not least provide children with active platforms to share ideas and thoughts with enough comfort to ask and raise questions which has been found weak among children during observations and as reported by teachers. Disability inclusion has been observed to some extent; many classes/sessions were not applicable due to the absence of children with disabilities. Nevertheless, from the available data it emerges that some practices require further attention from RTP during implementing the activities and teachers' training, mainly ensuring proper planning or updating of the lessons to include children with disabilities. In addition, improve teachers' abilities to identify children living with disabilities (visible and non-visible).

Gender inclusion and gender-responsive techniques are not as appropriately observed or reported as other dimensions within primary teachers' practices. Even though the sample (observations) is not statistically representative, yet it was supported by teachers' reporting and qualitative findings which clearly indicate that teachers' gender inclusion practices are mainly driven by the teachers' perceptions about gender equality between girls and boys and yet some teachers reported frankly the use of male language inside the classes as this is the default language they are used to. Adding to this are challenges regarding gender equality knowledge in the community and even among students themselves, due to cultural norms, accompanied with weak attention paid to gender-responsive education by education supervisors who mainly focus on curriculum delivery and teachers' performance.

Children from grades 1-4 have mostly a positive experience in the classroom in terms of feeling empowered to participate and many also have a positive perception of their teachers – despite the overall indicator score being less than half, the individual components where children evaluating the teacher's attitude towards them are positive. Therefore, child participation has been observed during class observations for children 1-4 as well as during the PE observations' sessions. Statistical significance testing has shown strong evidence for a correlation between teachers' practices and children's participation: therefore, improving and maintaining consistent teachers' practices is expected to enhance child participation. The high average number of students in the classroom compared to time dedicated to each sessions, limited resources and challenges of having double shift schools have left the teachers with serious challenges affecting their ability to consistently apply a play-based approach inside their classes.

Physical education teachers

Using play-based techniques was the dimension least frequently observed and systematically practiced, and also the least reported practice by PE teachers. Additionally, participatory learning practices should be strengthened and reinforced among PE teachers from both genders, with slight gender differences found that males are engaging children in play-based practices more compared to female. PE as a subject is not well systemized and regard for the importance of physical education is generally weak, resources are rare and playgrounds are not properly equipped. Some of the PE teachers interviewed are teachers of other subjects who deliver physical education in addition to their main subject. This seems to stem from an overall attitude by UNRWA school management and teachers who pay more attention to curriculum delivery than PE sessions which however has important effects on children's wellbeing as reported by students in FGDs, mainly females.

Gender inclusion and gender-responsive techniques are not as appropriately observed or reported as other dimensions within PE teachers' practices, indicating weak consideration and proper inclusion of gender-responsive teaching within the PE sessions.

Education supervisors

Generally, only a third of teachers reported receiving the required support on gender-responsive play-based learning methodologies from the education supervisors with slight differences between GS and WB, the latter which reported a higher percentage compared to GS. In contrast, school principals and education supervisors estimated education supervisors' positive attitudes towards ensuring gender-responsive learning environments in the schools more highly. Despite that, interviews with school principals supported the teachers' perspective about the level of support they receive on from education supervisors on gender-responsive play-based learning and further explained the challenges that hinder them from doing so despite the regular visits they pay to the school. The education supervisors' role mainly focuses on curriculum delivery and teachers' performance and not much focus is being given to the gender differences between male and female students or the use of gender-responsive techniques. It is also affected by the type of school where the education supervisor is working: coed schools were found to be more sensitive to gender differences compared to unisex schools. Education supervisors' role as an institutional capacity is an important access point to reinforce gender-responsive play-based learning methodologies through their authority and regular follow up.

Psychosocial support and GBV services and referral system

A surprisingly high number of students reported to have visited the school's psychosocial and GBV services, which is concordant with other results indicating high awareness and priority among children and parents to turn to the school and specifically the school counsellor in case of need. Even more notably nearly half of all children wished to visit the counsellor more often. It is therefore highly concerning that school counsellors do not exist in every school and that these positions are threatened by funding. It seems possible that records kept by schools as to the number of students who are using psychosocial services or GBV services are not well tracked, or the definition of benefitting such services is different from what students reported, due to the discrepancy in numbers reported by students and school officials. It also seems possible that school principals are not the correct source of information and perhaps counsellors or UNRWA records may contain a more accurate number.

At the start of this assignment, it was unsure what GBV services exactly looked like, but more than half reported these existing at their school, while GBV services seem to be used outside of the school as much as in the school. While children from grades 5-9 had positive attitudes towards ending GBV and towards learning at school how to deal with it, it seems likely that GBV has been understood by students as violence in general, despite some explanation in tools as to its meaning. Any results referring to GBV among students should be interpreted in this light.

There are gaps in UNRWA staff using referral mechanisms effectively among all staff, although most notably PE teachers and teachers need support in this regard. Any brush-up training should focus on practical steps of how to recognize a child in need and what steps are expected to be taken by each staff. Interviews indicated there are some restrictions on referral mechanisms; the financial impact on UNRWA was reported to have made the system less efficient and UNRWA also has a policy where referrals outside of the schools could only be made to other UNRWA institutions.

There is a high need for psychosocial support among Gazan students, general willingness, and awareness to use school services and a natural place for both students and parents to seek help. The school is therefore a useful place to provide or at least refer students to services, in close collaboration with the home. However, given the amount of interest and knowledge about the school counsellor as a resource and the lack of a full-time counsellor in all schools there is likely to be a shortage of counsellors to cover all children in need. In addition, the threat of financial resources on the counsellor system and the fact that nearly half of counsellors had reported not receiving adequate support for their own wellbeing renders an important support system very precarious.

Parents' engagement

Parents perception about their knowledge of gender equality is found to be high, and parents generally considered it good to learn about gender equality at school, but a minority had reservations about this matter, emphasizing it should start from home and reminding that it should be done in a way that respects the Islamic religion. Despite that, teachers confirmed that parents understanding of gender equality and the use of gender-responsive techniques like applying games with gender roles that are not traditionally familiar is a source of challenge to them and put them in situations where they have faced complaints from parents about their attitudes or practices, which brings up the importance of targeting the parents through consistent strategy to ensure behaviour and attitude change is translated into family support for the gender-responsive play-based learning that is applied inside the schools.

For some parents, especially those in remote locations, the school counsellor and a health clinic was the only psychosocial/GBV service they were aware of. There was a large gender difference in awareness of how children could be referred to such services, where a third of women did not know. This could explain a part of the cases where parents reported they were aware of their children suffering from violence or psychosocial issues but did not take any action. Also, differences were found between the 2 locations regarding male parent involvement which has been higher in the Westbank compared to Gaza Strip, so although male parents have shown better knowledge about services available yet their level of involvement mainly in Gaza requires more attention as well as the importance for focusing on the mothers with the knowledge of how children could be supported with appropriate services.

8 Recommendations

General

- To enhance the relevance of the response RTP is recommended to consider context related differences between GS and WB and their governorates. For example, some locations within GS were found to have lower capacities compared to other governorates. Also, differences were found among capacities of schools. Therefore, a school-needs-based response would increase the potential of achieving the planned objectives.
- Although gender equality is not new concept in Palestine neither in the education sector, yet the contextual challenges affecting Palestine including a protracted crisis in the Gaza Strip and the practices of the Israeli occupation in both Gaza Strip and the West Bank, are challenging proper gender attitudes and practices to evolve within communities. Therefore, RTP in order to ensure proper success of the gender-responsive intervention should consider these challenges as critical assumptions for the success of the intervention as well as ensure resources are put in place to disseminate and reinforce gender concepts and knowledge all throughout the intervention timeline. On the other hand, the consistency of the attitudes and behaviours of schools, staff and children should be carefully monitored and identify potential schools as case studies or role models for other schools to disseminate the success in the form of a model school.
- During this assessment gender differences between male and female children have been identified mainly for older children from grades 5-9, therefore RTP is recommended to plan their activities accordingly in light of these differences i.e female overall life satisfaction is less than male students, due to a lesser exposure to external social activities and exposure to family pressures. In light of this example RTP should plan activities that consider their satisfaction differences and causes of this dissatisfaction, taking into account the “do no harm” principle.
- RTP is recommended to take note of other interventions and activities running inside schools by other education actors and enhance coordination and communication with them for complementary work inside schools. This will also allow for a proper contribution analysis to take place during project milestones i.e mid-line or end-line to measure higher level outcomes taking into account other actors' work.

- Children living in protracted crises or prolonged occupation are living under heavy external pressures that highly affect their wellbeing regardless of efforts by humanitarian and development actors, therefore similar interventions should be reinforced with advocacy efforts locally and internationally to mitigate effects of external negative consequences.
- Consider inequality among schools and staff – good average results may mask differences in the capacities of individual schools and teachers. RTP is encouraged to distinguish in training between those who may be performing well to those with less capacity, and focus on building the capacity in the minority of schools and staff that don't perform well, to ensure equal opportunities to all students across schools.

Children

- Reinforce the human capacity and internal skills for children of all grades, with focus on grades 1-4 who have shown less capacity in the internal skills and human capacity including control of negative emotions (fear, anger), through ensuring programmatic response with content that reinforces these skills. These could be incorporated into PBL activities and PE sessions.
- Reinforce the social ecology for children 5-9 through concerted efforts on relations and interactions with their surroundings mainly the school and family in order to enhance their wellbeing through programmatic response. Any content is recommended to include reinforcement of internal capacity as well.
- Reinforce the focus on gender-responsive techniques mainly on children 5-9 as gender differences were more significant and easily observed compared to children 1-4, with focus on female students and their surroundings (school/family) since they have shown less overall life satisfaction compared to the males due to family and community constraints.
- Make specific efforts to reduce violence and aggressive behaviours at school through e.g. teaching non-violent communication and discussing expressing anger and fear and bullying. This is likely to enhance wellbeing at school especially for boys and to help reduce violent behaviour in later life.
- Social connectedness was found to be composed of dimensions that are repeated within psychosocial wellbeing, therefore measuring wellbeing will eventually provide progress on social connectedness as well taking into account the multi-level teaching and equal attitude/attention is paid to all students, so RTP should focus mainly on improvement of psychosocial wellbeing.

School emotional and safe environment

- Reinforce the overall social relationships environment inside the schools through application of interactive activities (children-children) to reinforce peer relationships, (children-teacher)/(children-school staff) to reinforce the relationships between children and school staff including management, with more focus on higher elementary/prep males/female schools (grades 5-9) as this group was specifically found to experience weak school support.
- Build and enhance teachers' practices on the use of gender-responsive play-based techniques inside classrooms/PE sessions to reinforce the emotional/safe learning environment and support it with proper consideration for an encouraging physical environment inside classes and within the school as a whole. (If the focus on the teachers' practices is mainly the programmatic response ensure proper coordination/communication is taking place with other education actors for complementarity of response for the physical environment inside the school).

- Physical environment for PE sessions needs improvement, specifically playgrounds, sun shading and other safety measures using international standards. Materials and physical equipment need to be provided for adequate physical education sessions to take place.
- More investments for encouraging motivational classrooms with trials to find innovative solutions in light of the current context e.g. the use of recycled materials, DIY sessions with children to decorate the classroom environment and reinforce internal skills in parallel, encourage community engagement in provision of resources/materials, encourage involvement of youth voluntary initiatives, etc. This stresses the importance of multi-dimensional emotional and safe space between physical components of the space and teachers' practices/attitudes.

Primary teachers' practices

- Although gender-responsive intervention is the niche of RTP MA'AN project, teachers' practices based on school type (male/female/COED) need to be further considered in the design of the activities, especially how gender equality or gender-responsive activities can be applied in the context of unisex schools. In the study, many teachers found various dimensions such as using gender sensitive language not applicable to them. Even in unisex schools, teachers have an opportunity to consider the application of gender equal knowledge, attitudes and practices in schools.
- Teachers' practices need to be reinforced on the inclusion of children with disabilities (CWDs) as they are not necessarily able to deal with these cases. Ensure proper planning or updating of the lessons to include children with different kinds of disabilities and improve teachers' abilities to identify CWDs (visible and non-visible).
- Teachers' practices that require further attention are their communication with children, use encouraging language, deep listening to children ensuring proper time is given to students during classes to discuss and/or express their feelings and thoughts. More focus should be put on female teachers since findings have shown female teachers are apply these practices less than male teachers.
- In order to reinforce gender inclusion and gender-responsive techniques inside classes through primary teachers' practices, RTP is recommended to focus on the early years of the intervention in enhancing the teachers' perception and knowledge of gender equality and closely monitor this change as it's a critical assumption for the project to succeed. It is also important for reinforcing the practices at later stages. The focus in the last years should be on maintaining consistent teachers' practices so RTP can confidently exit from the intervention.
- RTP should closely and carefully consider and address the contextual challenges that might hinder teachers' ability to apply gender-responsive play-based techniques inside classes. Such challenges to PBL have already been reported and include classroom size against the average number of students inside classes, community support/ knowledge, time dedicated to each session and the limited resources inside the schools. These are critical assumptions that facilitate or hinder change besides staff skills and capacity.

Physical Education teachers

- RTP is recommended to develop a strategy/plan to enhance the role of PE teachers inside UNRWA schools in light of the challenges facing this specific subject like overall perception about the important of physical education, resources invested into it as well as suboptimal school support and attitude.

- To ensure PE teachers are applying gender-responsive play-based techniques it is firstly important to ensure the required resources and environment are available or improved, to create the conditions that allow them to practice the sessions without concerns for the weather or lack of resources.
- Due to the fact that PE doesn't have similar solid ground like regular subjects, PE teachers should receive more focus on how to use gender-responsive play-based techniques during physical classes and how to link the activities to clear objectives allowing proper child participation, reflection during the sessions. This is especially important since some PE teachers are not qualified in physical education. RTP is highly recommended to follow up the PE sessions planning process. Such a curriculum is an opportunity to integrate the play-based learning methodology that addresses dealing with negative emotions, acts as an important opportunity to release stress especially for girls for whom opportunities are otherwise limited, and provide a ground to promote non-violent communication and other activities to reduce violence and aggression.
- Reinforce the role of the school principals in ensuring effective planning for physical education sessions inside the schools and for it to have equal importance to other subjects, taking into account enhancing the school principal's role in monitoring the application of PE sessions as well as teachers' gender-responsive practices during these sessions.
- PE teachers' inclusion of children with disabilities couldn't be properly assessed. In any case, PE teachers should be equipped with the techniques for how to include children with disabilities, starting from session planning to the actual practice in the sessions.

School counsellors

- The counsellor system is in need of reinforcement: more counsellors are needed in both WB and GS. There is a demonstrated need for each school to have a counsellor adequately available to proactively support students and to follow up on cases with students directly and with teachers and parents – and to provide support largely, not only to extreme cases. If through RTP's intervention the capacities of teachers, PE teachers, principals and parents is enhanced to detect cases in need, there is a danger that counsellors will not be able to cope with the case load of students.
- With enhanced capacities, there is room for counsellors to liaise more with teachers for group sessions
- Play-based activities and counselling that address dealing with negative emotions such as fear and anger seem to be beneficial for a large number of children.
- Use and build on existing resources such as the Activation Manual used by counsellors to implement play, as they have already been introduced to some play-based techniques.
- Support to counsellors and their wellbeing needs to be attended to ensure they are able to adequately support students.

School system and support

- Participatory communication approach/planning should take place with school management in order to ensure their full participation in the intervention and enhance ownership of project objectives. To maintain the required support inside schools, management spirit is a crucial factor for the access and success of the project and therefore the role of school principals and management staff should be heavily recognized through regular meetings/follow up. However, it should be considered not to exhaust them and provide them with proper encouragement.

- Reinforce the role of school principal in monitoring/observing the application of gender-responsive play-based techniques inside classes/sessions as they traditionally are part of technical monitoring of teachers inside classes/sessions beside the education supervisors. Their input is crucial for sustainable practices inside the schools.
- Policies and advocacy for standard and systematic PE with a clear curriculum and specific supervisors (stress the important of physical education as other subjects like maths and Arabic).
- Encourage and facilitate further discussions with school management on how to improve and maintain sustainable physical education sessions and enhance overall attitude towards the importance of these sessions in building children wellbeing, enhancing children-school relationships and how children perceive school support.
- Conduct regular sessions/stress release activities/recreational events for school staff (teachers, counsellors and PE teachers) as a form of support for supports to boost their motivation as well as enhance the learning environment and school-staff relationships.
- Education supervisors' role as institutional capacity is an important access point to reinforce the gender-responsive play-based learning methodologies through their authority and regular follow up. Therefore, RTP is recommended to ensure participatory communication is taking place with education supervisors during the planning process of teachers' activities which will support in enhancing their recognition and ownership over the plans, increasing likelihood of support in following up.

Psychosocial support and GBV services and referral system

- Carry out brush-up training on referral mechanisms at schools to all staff, including counsellors, teachers and PE teachers, focusing on practical steps to take in recognising a child in need and what to do, considering UNRWA's existing referral mechanism and the clear roles and responsibilities between teachers and counsellors. Such training should ensure teachers and PE teachers have the ability to identify a child in need of psychosocial support – there are differences among teachers in the extent to which they are aware of what to do. Each school should have a clear referral pathway, including when they don't have a full-time school counsellor.
- Further assessments could be made regarding the school's capacity to currently deal with the cases referred to the counsellor and the principal, including an inspection of whether the current policy serves its purpose well and whether the policy of referrals outside of the schools which can only be made to other UNRWA institutions is serving its purpose, or whether this limits access to services for those who may be in desperate need for them.
- The official numbers of students who receive GBV and psychosocial services did not match with what was reported by children, parents and staff. Further enquiries would ascertain whether clear records exist in this regard, cross-check them with UNRWA records, shed light on how cases are documented and whether improvements need to be done in this regard.

Parents

- Given that parents are often involved in the referral of their children, parents should be more actively informed of the services that the school provides with regard to psychosocial and GBV services, and what to do when they recognise their child is suffering from distress, anxiety or abuse. Especially mothers need to be more informed of how to deal with a given situation. Some schools are already actively involving parents but not all. Especially support for struggling children will be enhanced by close cooperation between schools and home.
- Focus on reinforcing positive parental knowledge, practices and attitude towards their children to enhance the relationship between children and their parents.
- Enhance the parent-school relationship, taking into account consistent follow up with parents through different platforms and target male parents as they were observed less engaged mainly in Gazan schools.
- There is room for further investigation on family support where older children tend not always share their thoughts, worries and feelings: whether this is a coping mechanism or they are scared or afraid of stigma.
- Although parents' attitude towards genders responsive education was reported to be quite high and parents find their knowledge of gender equality appropriate, similar large-scale interventions should include a communication plan within parents on the gender-responsive methodology and what children are taught at school.

M&E and future evaluations

Limitations in data collection in this baseline assessment should be followed up and addressed by ongoing M&E throughout the project. The following indicators and methodologies especially require follow up action by the M&E teams.

- 1- Primary teachers', counsellors' and PE teachers' observations will be especially important for the M&E teams due to their flexibility to adjust visits to counsellors group sessions and PE lesson timings. The purpose would be to complement the baseline findings with a representative sample and keep closer look to the practices as they are the main drivers for children empowerment and therefore improvement in their wellbeing. It's recommended to complement baseline findings by carrying out primary teacher, counsellor and PE teacher observation to at least additional 75¹⁰⁵ schools across GS (35) and WB (40), which could be the same or different schools targeted by the assessment. Similar observations are recommended for potentially the mid-line but at least the end line evaluation also. The observational data can be used to calculate indicator values as per the Analysis Framework. Even if a statistically representative sample cannot be reached, observation data will be valuable to triangulate the survey results as applied in this assignment, as reported and actual observed results do not necessarily match. The observations are likely to show lower indicator results than the surveys, which is an expected difference between self-reporting and observation. The counsellor observation tool has been provided by the consultancy team as part of the inception phase submission despite the fact that they were not used in the baseline assessment.
- 2- The following indicators from the PMF have not been measured as part of this baseline assessment: 1110.1, 1210.1, 1210.2, 1220.1, 1220.2, 1310.2 and need to be calculated by project or M&E staff. These indicators derive from the GR-COTT tests and the baseline values need to be calculated upon completion of trainings. The tools for the GR-COTT tests have been adjusted by the consultancy team as part of the inception phase submission despite the fact that they were not used in the baseline assessment.

¹⁰⁵ To reach 8% margin of error and 95% confidence level and generalize the findings

- 3- Education supervisors' role in monitoring and ensuring proper application of gender-responsive play-based methodologies has been investigated through triangulation between school assessment form through reporting from school principals, teachers' survey through reporting from teachers, as well as through semi structured interviews with education area chiefs, teachers and school principals, and few interviews with education supervisors. The M&E team need to take a closer look to their role from their perspective through quantitative tool to obtain precisely how deep they support the application of gender-responsive play-based teaching inside classes.
- 4- The indicators' status identified as main findings of this assignment will require advance results-based monitoring system to allow M&E team to closely monitor the outcomes through pre-identified M&E plan with required monitoring tools including observations.

Other M&E related recommendations include:

- A large pool of data has been generated in this assignment, M&E can do further analysis and disaggregation of findings per area or school type in order to provide deeper programmatic insights for the targeted locations and allow programs to develop context specific plans for the schools.
- Intervention and control group differences in children were often explained by differences in geographical location (governorates), more so than gender. However, sometimes the baseline value seemed to be truly different. At mid-line and end-line indicator progress is measured for control groups also. The fact that baseline values were different needs to be taken into account in later evaluations in order for analysis to be fair and meaningful. The limitations of the counterfactual due to the project's targeting strategy need to be recognised – control schools were restricted to certain geographical areas and in some cases gender and considered in the analysis. Through controlling for geographical area, gender, and age (and other variables where appropriate) the differences could disappear in most cases and the percentages become more comparable. However, this also reduces the sample size of the group that is being examined (e.g. either by governorate or gender). Hence, change in the intervention and control groups can be compared to the their own baseline value to see if there is a difference in over time, and to compare that difference to each other, conducting a difference in differences analysis (considering parallel lines assumption if control schools are expected to have experienced other changes than the project compared to the intervention schools).
- Potentially the same schools could be targeted for intervention and control at later evaluations which could provide a most realistic estimate of progress and how the project has affected (and also be logistically easier because sampling has been done). However, RTP should then consider that this should not bias programming (being more favourable to schools that will be used for evaluations) so one option is for programme staff not to be aware of which schools will be included in evaluations. Sampling all the same schools as baseline might not work well if RTP decides to focus its interventions on certain schools which are identified as weaker and requiring more attention.
- Resources in place are not enough for recording and monitoring children's psychological status. Further support is required to IT solutions to enhance system efficiency in case of limited human resources inside UNRWA schools.
- Attitudes towards GBV and gender equality are usually very positive, so it is beneficial to focus on information about practices and observation, as has already been done in the baseline. For example, ask for practical examples in FGDs and reinforce the observation component as part of ongoing M&E.

- Assumptions monitoring should be highly considered all along the implementation as there are many assumptions that could hinder the achievement of the project objectives. Therefore M&E is recommended to include assumptions monitoring as one of the key monitoring components in the M&E system.
- RTP MA'AN project is a huge project with a multi-targeting strategy. Therefore M&E human resources and capacities need to be in place to allow for active results-based monitoring to take place, taking into account building staff capacity to carry out monitoring of some activities like observations with the required SMART systems (e.g. use of SMART apps) for more efficient M&E.
- M&E in RTP is recommended to develop a comprehensive MEAL tracking tool that will allow for interconnected monitoring to take place where process, activities, results and assumptions monitoring are linked with proper management practices for effective learning and knowledge management all along the project life.
- M&E should reinforce the project cycle management practices that could enhance learning management like grant review meetings and follow up implementation of management actions and response to the documented lessons learned.
- Although this study has been focusing on setting baseline values for the PMF indicators, through this assignment the research team have interacted with different groups and stakeholders who will be targeted by the action. It's highly recommended that M&E develop an active complaints and feedback mechanism to allow bottom up communication to take place, especially since gender-responsive interventions are sensitive in nature and some stakeholders prefer to use direct channels with RTP to share their feedback or complaints.

Suggestions of modifications to tools:

- Tool 1300.3, question about the number of students using GBV and psychosocial services. Change the last question in the Analysis Framework definition to disaggregate between genders. In case another, more reliable source for this information is found, such as UNRWA records, this may be a better source of information for the indicator rather than asking the school principal.
- In FGDs for grades 5-9, consider including further questions about their use of psychosocial and GBV services (although noting that this is a very sensitive topic to discuss especially when students know each other, and may not be appropriate). This would allow to explore questions such as the difference between boys and girls is who have sought or want to seek counselling.
- As a reminder, tools were developed for the whole of the assignment and not only for the baseline. Hence, they include questions about assumptions that are specific to baseline only or mid-line and end-line only. These have been marked with asterix in the tools. When used for the mid-line and end-line data collection, or for ongoing monitoring, the tool should be adjusted to exclude the baseline questions and instead use the questions relevant to the specific stages when the measurement is being done.

9 Appendices

➤ Appendix 1: Analysis framework



Appendix 1 Analysis Framework updated

➤ Appendix 2: List of tables



Appendix 2 list of tables.docx

➤ Appendix 3: Research questions matrix



Appendix 3 research question m

➤ Appendix 4: Terms of reference for the baseline study



Appendix 4 Terms of reference.docx

➤ Appendix 5: PMF updated for baseline



Appendix 5 GAC Palestine PMF_Basel

➤ Appendix 6: Project assumptions



Appendix 6 Project assumptions.docx

➤ Appendix 7: Quantitative data collection tools



Appendix 7 Quantitative data co

➤ Appendix 8: Qualitative data collection tools



Appendix 8 Qualitative data coll

➤ Appendix 9: Gaza Field plans (separate file)

➤ Appendix 10: West Bank Field plan (separate file)

➤ Appendix 11: Deliverables folder (separate file)