

Final Evaluation Report

Of USAID NFE Program

June 2, 2018

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LIST OF ABBREVIATIONS

COP	Community of Practice
DAC	The OECD Development Assistance Committee
IR	Intermediate Result
FGD	Focus Group Discussion
KEQ	Key Evaluation Question
QA	Quality Assurance
QS	Questscope
MoE	Ministry of Education
MOPIC	Ministry of Planning and International Cooperation
NFE	Non Formal Education
NGO	Non Governmental Organization
OECD	Organization for Economic Co-operation and Development
OOS	Out-of-School
PLM	Participatory Learning Methodology
PRA	Participatory Reflection and Action
TOC	Theory of Change
USAID	The United States Agency for International Development
USG	United States Government
VTC	Vocational Training Center

1 EXECUTIVE SUMMARY

This report presents the results of the final evaluation of the USAID funded Non-Formal Education (NFE) program (here thereafter referred to as the Program). The evaluation assessed the effectiveness, impact, and potential for sustainability of the Program. It also looked at lessons learned and best practices and provided recommendations for future programming. The evaluation utilized a mix of quantitative and qualitative methods.

Effectiveness

The evaluation assessed the effectiveness of the Program in achieving the two Intermediate Results (IR); “IR1: Access to non-formal, equivalent education program at the school level increased” and “IR2: Non-formal education effectiveness enhanced”. With regards to IR1, findings indicate that access to NFE program was expanded and enhanced, the Program was not only able to approximately reach the planned target but also reached some of the most underserved and remote areas that are not targeted by other organizations. This was highly commended by Ministry of Education (MoE) NFE Department. The utilized outreach strategies and approaches were effective in reaching targeted beneficiaries and the used targeting and recruitment methods were student-centered and tailored to respond to the special circumstances of each individual potential beneficiary. The major challenge that affected the ability of the Program to recruit more students is tribal conflicts where students from some tribes refused to enroll in centers located in the areas of their opponent tribe.

As for IR2, findings reveal that the Participatory Learning Methodology (PLM) has been effectively implemented in the 28 new centers. The facilitators were able to create a safe environment where students were respected, treated as equals, and were part of the decision-making process. This created a bond between facilitators and students, which in turn fostered social and emotional learning, and resulted in positive behavioral change and enhanced academic performance. The bond that was created between the mobilizers and students also had a role in the reported changes. Another element of the Program that was essential in achieving its impact is the implementation of extra-curriculum activities; whether trips or short training courses, as they contributed to strengthening the bond with the facilitators, enhanced students’ psychological well-being, and introduced them to potential professions.

The different trainings provided to the facilitators as part of the Program and the establishment of a Quality Assurance (QA) Department enhanced the capacity of the facilitators and increased the consistency of the quality of PLM implementation. Formation of a Community of Practice (COP) contributed to the capacity building efforts and provided a platform for experience-sharing and continuous innovation. It has potential to contribute to the sustainability of the NFE program as it will help in creating expert-level facilitators who would be able to train and build the knowledge of other facilitators.

The new and updated NFE curriculum has not materialized. This was attributed by the Program team to a delay of 8 months in signing the Program Implementation Letter (PIL) between USAID and MoE and another 6 months delay while waiting for MoE approval to start the process. Development of the PLM, Participatory Reflection and Action (PRA), Spiritual Formation, and NFE Operation manuals are still under process of being finalized.

The certificate equivalence and education pathways were reported to be unclear to both students and facilitators which caused confusion among students and frustration to those who were incorrectly informed. The curriculum of the Arabic language was considered insufficient to prepare students and qualify them to pursue their academic education.

Several challenges that affect the effective implementation of NFE were identified: The high workload of both the coordinators and facilitators; outdated database; turnover of facilitators, finding qualified replacements, and providing them with trainings; and lack of understanding of PLM approach and the importance of each of its elements by some of the school principals (Center Managers).

Impact

The evaluation assessed the impact the Program had on the beneficiaries and facilitators from their own perspective: Participation in the Program contributed to achieving positive social and emotional, behavioral, and academic changes in students and enhancing their self-efficacy. As for facilitators, it enabled some of them to transfer elements of the PLM to their formal classes contributing to improving their teaching abilities.

Unintended positive impacts of the Program included increased acceptance of Jordanian and Syrian students to form friendships, and improved ability of the facilitators to interrelate with their families, especially children. On the other hand, the Program caused one unintended negative impact, where the fun and engaging environment created in the NFE centers became an attraction for some students from the formal education who revealed a desire to leave school and enroll in the center instead.

Potential for Sustainability

The evaluation looked into the NFE program potential for sustainability over time and examined its different critical roles and the way they interact together. The MoE is not currently ready to takeover management of the NFE program and will not be in the foreseen future. The mandate of the ministry is narrow and focuses only on the formal education while NFE is considered a side program of a much lesser priority. The formal education, though the only mandate of the ministry, is characterized by low quality of education and a deterrent environment. This raises a major concern about the ability of the ministry to manage a program that requires high level of innovation, flexibility and organized collaboration.

The current arrangement between QS and MoE has sustained and expanded the NFE program since 2003. This fact, in addition to the findings regarding MoE capacity, indicates that the existing arrangement has much more potential for sustainability than a complete handover to the ministry. However, formalization of the current division of roles and responsibilities between the two parties in an official agreement is essential. This will oblige the ministry to treat NFE as a core program rather than a side one and thus increase its commitment to fulfil its obligations towards the program.

As for the different program roles (positions), they are clear, specific and structured, and worked in synergy. The only challenge is that the commitment of the holders of MoE program positions – except for the facilitators role – depends on whether they consider NFE and its targeted OOS children to be important or not.

Good Practices

The NFE program reflects many good practices, these include: selection of underserved remote areas that are rarely targeted by other development organizations, provision of training to all facilitators not only those funded by the USG, establishment of a QA department to ensure consistency in quality of PLM utilized, formation of a COP of facilitators, and the high level of flexibility to ensure student-tailored responses.

Lessons learned

The bureaucracy of the government, that usually causes delays in signing agreements, should be accounted for during planning of future project timeframes, and tribal issues should be taken into consideration while conducting PRA to avoid not reaching the planned targets.

Recommendations

The main three recommendations were: to sign an official agreement between QS and MoE to formalize and delineate the roles and responsibilities of each party; to support the Community of Practice (COP) as it is essential for enhancing both the effectiveness and sustainability of the NFE program; to provide training on regular basis to the facilitators as the methodology is complex, innovative, and is completely different from the traditional way of lecturing and rote memorization. Other recommendations are included under the Recommendation Section (9).

2 PROJECT DESCRIPTION

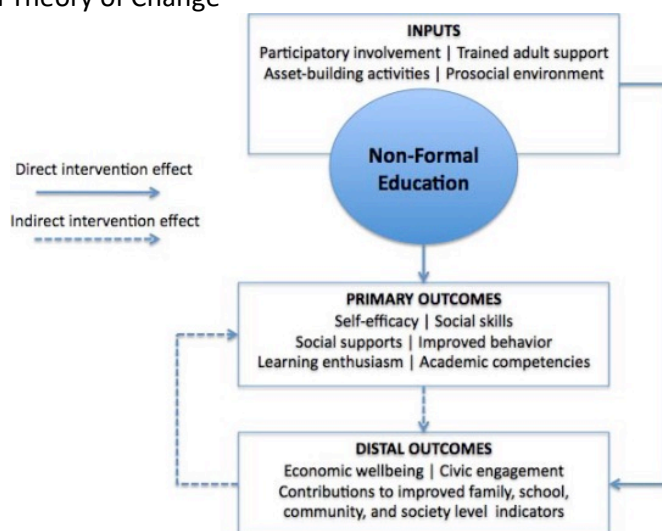
The Non Formal Education (NFE) program is an alternative education program for Out of School (OOS) children, accredited with the Jordanian Ministry of Education (MoE). The ongoing NFE program was designed to respond to increasing educational and social challenges facing Jordan. In 2003 and after three years of discussions initiated by Questscope (QS) with Ministry of Social Development (MoSD) and MoE, NFE program was launched to address the gap in education services for OOS children through a model of mentoring and participatory learning approaches to build a sense of personal agency. A Memorandum of Understanding was signed in 2009 between QS and MoE to guide the partnership.¹

NFE is designed to be a two-year program for social and emotional learning in which youth attend sessions in a room equipped for this purpose (called NFE center) five days a week, study nine different subjects, and participate in educational dialogues and activities. The NFE program targets OOS youth (males 13-18 and females 13-20) for three 8- month learning cycles based on empowerment of youth. The sessions are facilitated by MoE teachers using PLM. The methodology is designed “to enhance the value and the role of dialogue between facilitators and youth, introduce participatory pedagogy to foster critical thinking, and respond to learners’ exploratory initiatives as positive change agents”. PLM involves three nested components:²

1. Creating an environment where youth can feel respected and safe
2. Fostering trusting relationships between facilitators and youth that enable personal growth, and
3. Facilitating dialogue and activities in which youth can engage in a meaningful learning process.

Figure (1) demonstrates the Theory of Change (ToC) of the NFE Program

Figure 1: NFE Program Theory of Change³



The NFE curriculum is designed and approved by the MoE and covers several topics including Math, Arabic, English, Computer Skills, and other topics. After graduation from the NFE program, youth are awarded a 10th grade equivalent document. The document qualifies students to enroll in the

¹ QS USAID NEF Program Description – Attachment B

² Final External Evaluation TOR – QS USAID NFE Program

³ A pilot impact and process study of empowerment-based non-formal education for OOS youth in Amman, Jordan, University of Oxford

Vocational Training Center's (VTC) "expert-level" program of study or continue their academic education in accordance with MoE instructions and guidelines.

USAID 24-months' support for the NFE program was designed to: (1) increase access to NFE program by establishing 28 new centers to enroll 1120⁴ additional OOS children and (2) enhance the effectiveness of the NFE program through building the capacity of all program facilitators, establishing a QA unit, forming a COP for facilitators, updating the curriculum and developing program manuals⁵. The USAID NFE program Activity Result Framework is illustrated in figure (2).

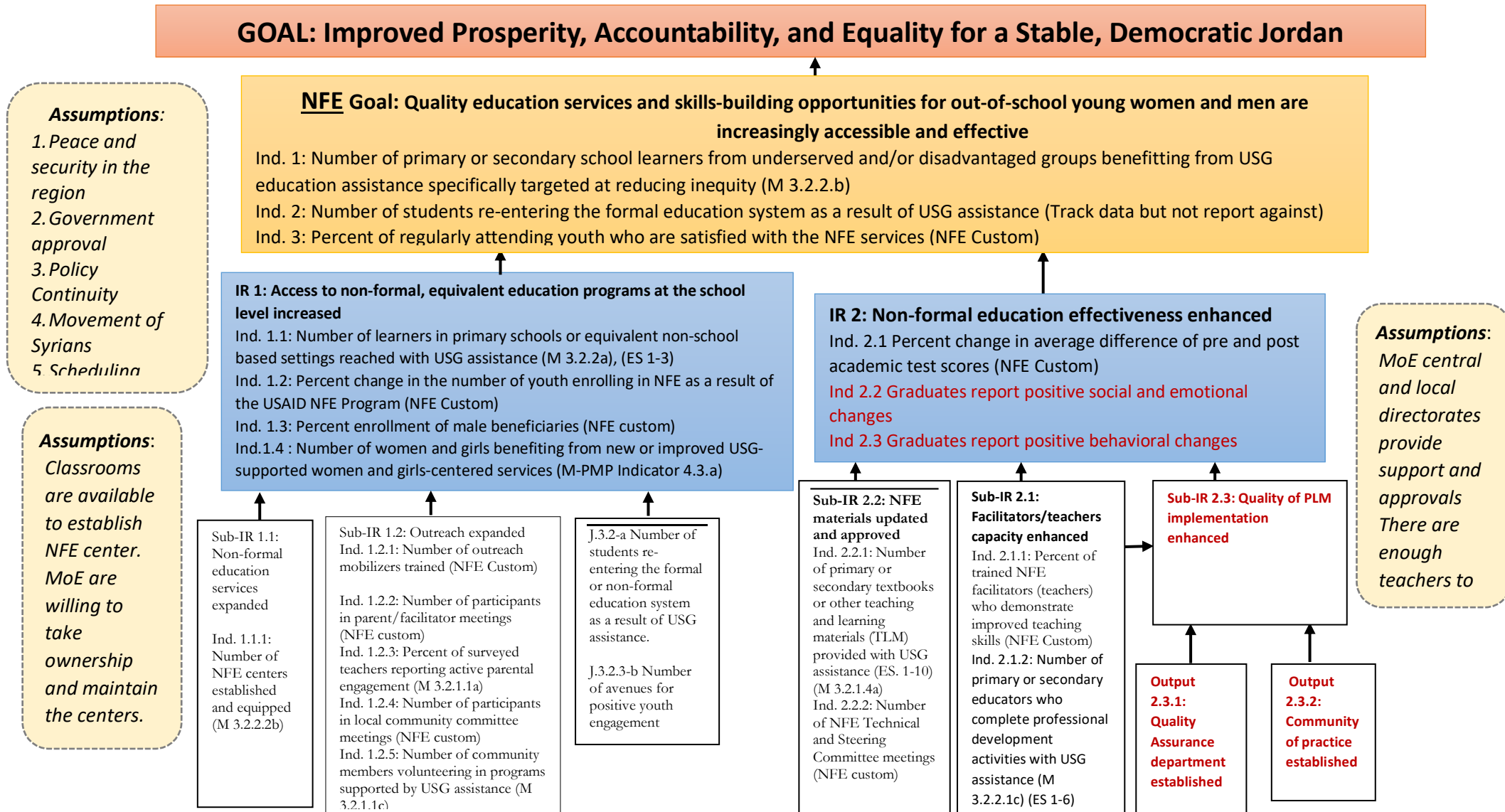
The USAID NFE program started in November 2015 and was supposed to be completed in November 2017. However, the completion date was extended to May 2018 (no-cost extension) as the delay in signing the PIL between USAID and MoE delayed the starting date by 8 months⁶.

⁴ The original target included in the Program description was 1680 but was reduced to 1120 due to the 8 month delay in starting the Program, this is according to the Program Director

⁵ QS USAID NEF Program Description – Attachment B

⁶ According to discussion with program staff

Figure 2: USAID NFE Program – Results Framework – *** In red are few changes made to the framework to reflect important components of the Program that were not included in the original one ***



3 EVALUATION PURPOSE, OBJECTIVES, AND SCOPE

The main purpose of the evaluation is to determine whether QS has maintained fidelity to the learning methodology and the objectives laid out in the Activity Results Framework. The evaluation findings will be used by QS to inform future planning of the NFE program.

The scope covers an assessment of the effectiveness of the Program, the approaches and strategies that contributed to the achievement of goals and those that hindered it, impact on beneficiaries and facilitators, and sustainability. It also sheds light on lessons learned and best practices and provides recommendations to inform future projects. Table (1) presents the key evaluation questions according to the terms of reference.

Table 1: Key Evaluation Questions

<i>Specific evaluation objective</i>	<i>Key Evaluation Questions (KEQs)</i>
Effectiveness	<ol style="list-style-type: none">1. What is the overall effectiveness of the NFE program, specifically, whether and how did the project achieve its intended outcomes?2. Has the PLM created an environment where youth (potential graduates) can feel respected, safe, and able to engage in a dialogue with their facilitators? (was included under impact in the TOR but as it relates to effectiveness, it was addressed under this section)3. Based on the performance of the NFE program to date, what are some key lessons learned, by component and sub-activities that can inform the activity in future implementation?4. What strategies or approaches were key in the activity's success in achieving its goals? What strategies or approaches hindered it?5. To what extent were steps taken to address gender differences and/or gaps?
Impact	<ol style="list-style-type: none">1. What is the impact the Program had on the personal lives and future prospects of beneficiaries?2. What is the impact the Program had on the facilitators?3. What type of contribution did the relationship between facilitators and youth have on the youth learning, in particular with respect to creating a learning dialogue, in the NFE program?4. To what extent have the MoE facilitators been able to take elements of the PLM [the methodology] and use it in their formal education classroom settings? (unintended positive impact)
Sustainability	<ol style="list-style-type: none">1. What is the potential for sustainability2. How did program critical roles interact with the QS centers? Did these roles do what they were intending to do?

4 METHODOLOGY, LIMITATIONS, AND ETHICAL CONSIDERATIONS

The evaluation used a mix of quantitative and participatory qualitative methods to answer the key evaluation questions using OECD/DAC evaluation criteria including effectiveness, impact, and sustainability. The quantitative component of the evaluation focused on identifying the differences

between formal and non-formal education from the perspective of graduates; assessing their feelings of respect, safety, belonging, excitement, and satisfaction; exploring their relationship with the facilitators; and looking into the impact of the Program on their personal lives and future prospects. The qualitative component focused on the effectiveness, sustainability, impact (intended and unintended positive and negative), as well as best practices, challenges and lessons learned.

The evaluation started with a desk review of USAID NFE program documents and reports. This was followed by semi-structured individual and group interviews with key staff. Results of the initial desk review and interviews were used to develop an evaluation plan, schedule and tools.

Questions for the quantitative survey were tested in Bushra center and were accordingly modified by evaluators and approved by QS – copy of the questionnaire is provided in Annex (A). An interview guide was developed for the qualitative assessment with questions for individual and group interviews and focus group discussions (FGDs) for each of the different stakeholders (Copy included as Annex (B)). Data were collected from stakeholders utilizing different methods to allow for data validation and triangulation. The evaluation team conducted 85 individual interviews with graduates (25 of which are females) for the quantitative assessment, 6 FGDs (2 of which with female students) with 53 beneficiaries from cycle 2 and 3 students (16 of which are females), and semi-structured group interviews or FGDs with mobilizers, facilitators, coordinators, QS management, MoE NFE department personnel. Annex (C) provides summary of all conducted individual and group interviews and FGDs.

All structured interviews for the quantitative assessment were conducted by three evaluators, each individually, and answers were entered directly into an electronic database, data was later on cleaned and analysis was conducted using Stata software. On the other hand, semi-structured interviews and FGDs for the qualitative component were carried out in pairs by two evaluators, during which notes were taken and a digital voice recorder was used. The transcripts were then analyzed using the thematic framework analysis approach as it provides a structured way for data analysis and allows for the inclusion of both prior thematic areas and ones emerging from data itself.

4.1 Sampling & Sampling Methods

A representative sample of 93 (out of 108) expected graduates were randomly selected. The sample size was calculated to achieve a precision of 5% at a confidence level of 95% and account for a possible non-response rate of 10% and be representative at gender level. The number of total interviewed beneficiaries was representative at 85 beneficiaries (60 male, 25 female).

Sampling of participants for the qualitative component of the evaluation was either random as in the case of students, or purposive for other stakeholders.

4.2 Limitations

- The utilized methodology assesses the impact as perceived by beneficiaries. It is not based on rigorous impact evaluation approach that establishes attribution using counterfactual groups.
- The evaluation only gauged the perception of the graduates of and current students enrolled at the USAID funded NFE centers but not those who dropped out of the program or were not able to enroll.
- Three evaluators conducted the individual structured interviews, but biased was reduced through using standard interview protocols.
- Focus group discussions were conducted in NFE centers, but interviewers established rapport and

used various inquiry methods to minimize bias.

4.3 Ethical Considerations

The evaluation followed the United Nations Evaluation Group (UNEG) Ethical Guidelines for Evaluation⁷. These guidelines set out both a code of conduct for evaluators as well as ethical obligations towards participants in relation to data collection and storage⁸. Some examples of strategies used to address ethical issues during data collection and analysis were:

- During the data collection phase, respondents were ensured that all data were provided confidentially and would be used exclusively for evaluation purposes.
- During FGDs, the names of the participants were not recorded. Evaluators took the permission before recording the session and assured participants that recordings will be deleted after finalizing transcripts.
- Participants received information about the evaluation purpose and approach and their role in it.
- During FGDs and interviews, the interactions among the participants themselves as well as between the participants and the evaluators were based on mutual respect and trust.

Evaluation analysis and report writing also ensured the confidentiality of data provided. Examples of provided safeguards are:

- During data processing, no precise references were made to particular statements made by particular beneficiary.

5 EFFECTIVENESS

The DAC criteria define effectiveness as a “measure of the extent to which an aid activity attains its objectives”. It looks at the extent the objectives were achieved or are likely to be achieved and the major factors contributing to such achievement or lack of it⁹. To this end, this section focuses on the effectiveness of the Program implementation in contributing to the achievement of the Program’s two main intermediate results illustrated in the Activity Results Framework (Figure 2). Thus, findings are presented separately under each IR. All statistical evidence used under each IR are either included in a table within the section or in the statistical tables of the survey results provided in Annex (D).

In general, there were no statistically significant differences in the findings of the quantitative survey between males and females under each of the IRs, except in the verbal bullying by colleagues indicator. There were also statistically significant differences between males and females in aspects related to reasons for dropping out of school, and the presence and type of reported special circumstances that affected their attendance in the NFE center.

⁷ United Nations Evaluation Group, Ethical Guidelines for Evaluation, UNEG, New York, 2007

⁸ See also Brief No. 1, Overview of Impact Evaluation

⁹ OECD n.d., *DAC Criteria for Evaluating Development Assistance*. Available from: <http://www.oecd.org/dac/evaluation/49756382.pdf> [09 February 2017]

5.1 IR1: Access to non-formal, equivalent education program at the school level increased

Finding 1: Access to Non Formal Education was expanded and enhanced

During the Program duration, QS managed to conduct Participatory Reflection and Action Appraisal (PRA) in 84 areas in 9 governorates. Based on the results, 28 areas were selected where NFE centers were established fulfilling the target set in the Program result framework. The number of students benefiting from the centers (1067) is slightly less than the target set by the Program (1120). Despite not reaching the target, the Program managed to serve some of the most vulnerable and disadvantaged remote communities that are rarely targeted by any other program or organization. This made the Program unique in its impact as it did not focus only on reaching a number or a target but rather on providing opportunities to underserved communities and subsequently reducing inequalities created by other donors and organizations which focus on those affected by the Syrian crisis where other opportunities are abundant. This was highly commended by the MoE and appreciated by the facilitators and mobilizers.

“Working with the most vulnerable and disadvantaged areas in Jordan [as this program is doing], serves a national need. In these areas, OOS youth are exposed to dangers of major behavioral issues, they might be on their way to become criminals; we are talking here about drugs, bad conduct, and extremism in thoughts” MoE NFE department staff

Finding 2: The utilized outreach strategies and approaches were effective in reaching targeted beneficiaries

The program employed an outreach strategy that built on the different available community resources and ensured that the roles of the different stakeholders in the process work in synergy with each other. This entailed the effective selection of the mobilizers, provision of specialized trainings in PRA and Networking and Mapping, formation of community committees, utilization of a variety of outreach channels and tools, and involvement of facilitators, center managers, and MoE liaison officers in the process.

Mobilizers were carefully and purposefully selected as they shoulder the main responsibility of outreach and targeting. Instead of following a traditional recruitment process, QS selected most of the mobilizers from the group of volunteers who contributed to conducting the PRA in each area or assigned the responsibility to one of the facilitators. This ensured that selected mobilizers have a good network and are respected and trusted within their community, are empathetic and motivated to serve their community, and are able to identify with the targeted group. The training in networking and mapping that the Program provided to the mobilizers strengthened their ability to reach the targeted group building on exiting community resources, as reported by the mobilizers and the project team.

The community committees which were introduced by the Program enhanced outreach and awareness raising in some but not all of the areas. According to the mobilizers, committee members who still provide support in the outreach effort are the ones who have already been active in their communities. The remaining members dropped out, which was attributed by the mobilizers to their need of recognition that was not always provided by the Program or due to lack of interest. The effect of the absence of the committee support in some cases compelled the mobilizers to resort to other members from the local community to support the outreach effort.

The program also employed various outreach channels and utilized existing networks of the Program stakeholders. This has enhanced the effectiveness/outcomes of the outreach process. Direct

targeting, community meetings, Friday prayers speeches (*khutba*), word of mouth, social media, other NGOs and their activities, all were some of the channels/tools used to promote the Program. Some were more effective than others but each played a role in attracting OOS children. Facilitators, center managers, and MoE liaison officers all had a role in reaching potential beneficiaries as indicated by the results of the qualitative assessment. Students as well had a major role in promoting the Program and attracting additional OOS children. This was mainly the case because of their high level of satisfaction with both the services provided by the centers and the impact it had on their lives as explained in section (6.2). This is in addition to the strategy that was used by some of the mobilizers whereby they encouraged students to become agents of change themselves. Results from the quantitative survey support such finding where 60% of the graduates were informed about the NFE program by the mobilizers, 24% by an enrolled NFE student, and 9% by one of the facilitators, the remaining were informed by teachers, center managers, relatives and social media (Annex (D) – Table (4)). 100% of the graduates reported that they either recommended the NFE program to other OOS children or will be doing so (Annex (D) – Table (22)).

“[The mobilizer] called me and told me about the center, and I called [my friend] and my friend called her friend, and we are all now graduates” Student (female)

The involvement of the different stakeholders in the outreach process was not haphazard, it was the result of several meetings and activities conducted with each stakeholder group that enhanced their ownership of the program and increased their sense of responsibility towards the achievement of its goal and objectives. These meetings also contributed to creating synergies among mobilizers themselves and with other stakeholders. This was evident from the qualitative part of the evaluation whereby several beneficiaries were reached as a result of the cooperation of several project actors.

Finding 3: Targeting methods and recruiting strategies were student-centered and tailored to respond to the special circumstances of each individual potential beneficiary which enhanced the effectiveness of the outreach

The multi layered and complex nature of the factors that contributed to school dropout required a response that is tailored to each individual case to enhance targeting and enrollment. Both the quantitative and qualitative components of the evaluation revealed that many students were pushed out of school as a result of a combination of factors that included deterrent school environment (unkind treatment by teachers, bullying, and overcrowded classrooms); low academic performance; the need to work (mainly males); poverty and education hidden costs; early marriage and conservative family traditions (mainly females); negative general perception towards education; and detrimental peer influence. Annex (D) – Table (3) presents details of factors contributing to school drop-outs. The program encouraged the mobilizers to design targeting strategies that responds to the individual circumstances of each potential beneficiary. This included not only working with the beneficiaries, but with their parents and family, and in several cases their employers as well. This usually requires face-to-face visits, which was described by the mobilizers to be the most effective recruiting method.

Examples of tailored targeting strategies:

With beneficiaries:

- Encouraging them to enroll by talking to their motivations: receiving a certificate, possible future prospects (enrolling in VTC or the army, pursuing education, and getting a better job), participating in extra-curriculum activities, being part of a fun atmosphere, transportation stipend, food and snacks, and belonging to a group.
- Resorting to one of their friends to convince them to enroll

- Tirelessly trying over a long duration of time, in certain cases 6 months or more, to convince them to enroll
- Inviting them to attend one or two sessions at the center and making sure that such sessions are fun and include extra-curriculum activities

With parents/family:

- Visiting the parents alone or with an influential person and talking to their emotions, religious beliefs, and interests
- Resorting to the other-sex mobilizer to convince the father or mother depending on the power dynamics in the house
- Asking the parents who have already enrolled their OOS children in the Program to convince certain targeted parents
- Negotiating with parents to allow their children to take time off from family work to be able to attend the NFE sessions

With employers:

- Visiting employers alone or with an influential person to negotiate the time and duration of daily leave to attend the center and possibility of compensating for the leave time
- Using, when possible, the services or products of the employers as a mean of aligning the interests of the employer with that of the child

5.1.1 Outreach and Targeting Challenges

Several challenges that affected the outreach and targeting were reported by the Program team and management; mobilizers, and facilitators. Tribal conflicts in two areas (Fifa and Rashidiah) prevented OOS children from one tribe to enroll in the center that is located in the area of the other. This was one of the unforeseen challenges that significantly affected enrollment in these areas and negatively impacted the ability of the Program to reach its target. Other challenges preventing OOS children to enroll in NFE included: inability to take a leave from work, long distance and lack of transportation in some of the unserved areas (mainly for males), nomadic continuous movement from one area to another, conservative traditions where either parents or husbands do not allow young females to continue their education, drug addiction and detrimental peer influence, and in some cases a combination of several of these factors.

5.2 IR2: Non-formal education effectiveness enhanced

The PLM utilized by the NFE program is based on youth empowerment theories whereby building mutual trust and respect between youth and adults, where both are viewed as equal, is a key factor. Involving youth in shared decision-making and leadership processes increases the possibility of establishing meaningful connection and relating the NFE program to youth interests. This is what distinguishes Questscope's approach from that used in formal education and other informal education programs. The relationship between the facilitators and students in which both are considered co-learners and co-teachers contributes positively to the learning process and builds youth confidence and social skills.¹⁰ This was supported by evidence from this evaluation.

The outcomes of the NFE program and its methodology revolve around influencing behavioral change, instilling values and positive attitudes and enhancing academic performance of students. This was expressed by QS management and program staff, MoE, and facilitators, who work collectively to instill a sense of worthiness and importance in youth to facilitate learning and growth.

¹⁰ A pilot impact and process study of empowerment-based non-formal education for OOS youth in Amman, Jordan, University of Oxford

Finding 1: PLM has been effectively implemented in the centers

The methodology is built on a combination of interlinked elements that work together towards achieving the sought changes in students. The program successfully created a safe environment where students are at the center of the education process, are respected and dealt with as equals, and are part of the decision-making process as will be explained below.

The program facilitators managed to create and maintain an environment where students feel safe, respected, and worthy in a nonrestrictive space. This, according to students and facilitators, has fostered social and emotional learning, and resulted in positive behavioral change and enhanced academic performance as presented in section (6.2). Students, in both qualitative and quantitative assessments, reported being respected by facilitators and described the relationship as that of a brother, a father or a friend rather than the traditional teacher-student relationship. This relationship is the foundation on which the different elements of the PLM are built. Several findings from the survey provided evidence of the strength of this relationship. 83% of graduates reported that facilitators noticed when they were upset, and talked to them in private to try to comfort them and when possible help them in solving the issue (Annex (D) – Table (16)). Additionally, when graduates were asked as part of the survey about the difference between formal and non-formal education, 79% attributed their commitment to their centers to the relationship they have with the facilitators, the respect they feel, and the freedom the center provides (Annex (D) – Table (5)). As a result, 86% of students reported being mostly or always excited to come to the center (Annex (D) – Table (13)).

“[The facilitators] are like brothers to us and there is a lot of respect. We talk, we discuss matters, not like formal school” Student (male)

“I do not feel he is my teacher, I feel he is my brother or friend, inside and outside the center” Student (male)

“I am from another village, when I first came I used to feel like a stranger, not anymore; when you like someone [facilitator] and have a good relationship with, you do not hesitate to ask him if you don’t understand or if you have special circumstances” Student (male)

“He is like a father who takes care of his children” Student (male)

“In school, teachers used to put the heater close to them, here [facilitator] put the heater in the middle so that no one feel cold” Student (male)

“When it is the weekend, we can’t wait for Sunday to come to the center” Student (male)

Further evidence was obtained from the quantitative survey where graduates were asked questions that evaluate different aspects of respect: respect of opinion, respect for participation, respect and understanding of students’ special circumstances. Findings indicated that students were respected in all the different aspects: Their opinions were always sought and respected in all matters; The decision making process was participatory and mostly based on the opinion of the majority of students not the facilitator’s; and facilitators showed a high degree of understanding to students special circumstances that effected their attendance (absenteeism or coming late) including mainly matters related to working hours and seasonal work (male graduates), in addition to other factors like illness, caring for a sick family member, and other family obligations (mainly female graduates). Table (2) provides details of the participation and respect component of the survey questionnaire that relates to facilitators’ approach, and Annex (D) – Table (7) provide details of the special circumstances reported by the graduates.

Table 2: Results of questions asked to assess different aspects of participation and respect by facilitators

Aspect of respect	Female	Male	Total
Participation and respect - Facilitators			
Graduates are consulted by facilitators in matters related to class environment, time and code of conduct			
Never	0.00%	1.69%	1.18%
Half the time	0.00%	3.39%	2.35%
Mostly	11.54%	10.17%	10.59%
Always	88.46%	84.75%	85.88%
Graduates are consulted by facilitators in matters related to extra-curricular activities			
Never	0.00%	10.17%	7.06%
Half the time	3.85%	5.08%	4.71%
Mostly	3.85%	5.08%	4.71%
Always	92.31%	79.66%	83.53%
Graduates are allowed by facilitators to express opinion without interruption			
Mostly	15.38%	8.47%	10.59%
Always	84.62%	91.53%	89.41%
The opinion of graduates is listened to and respected by facilitators			
Half the time	3.85%	3.45%	3.57%
Mostly	3.85%	10.34%	8.33%
Always	92.31%	84.48%	86.90%
Does not apply (does not like to say opinion)	0.00%	1.72%	1.19%
Special circumstances of the graduates are understood and respected by the facilitators (percentage was calculated from number of graduates who reported having special circumstances (13 females and 48 males)			
Half the time	0.00%	2.08%	1.64%
Mostly	15.38%	8.33%	9.84%
Always	84.62%	89.58%	88.52%
Graduates are addressed by name or in a nice way by facilitators and colleagues			
Half the time	0.00%	3.39%	2.35%
Always	100.00%	96.61%	97.65%

**Differences between males and females are not statistically significant except for having special circumstances where more males reported having special circumstances than females (81% compared to 50%) and the difference is statistically significant at 1% level*

The majority of students also reported feeling safe and protected at the center. According to discussions with students, facilitators were able to create an environment where they are respected by colleagues as well (Table (3)). This in turn fostered positive relationships between students and enhanced a feeling of belonging. This was evident from discussions with students where they felt they were part of a family. Survey results supported this finding as 99% of the graduates either developed new friendships in the centers or maintained existing ones¹¹ (Annex (D) – Table (12)).

¹¹ Students coming from a close community or a small village knew each other before joining the center

“We are like a family here” many students (males and females)

“[Facilitators] are family to us, even if one of the girls did something wrong, [the facilitator] would take her aside and talk with her in a lighthearted manner. Meaning they are angels”
Student (female)

Table 3: Results of questions asked to assess different aspects of participation and respect by colleagues

Aspect of respect	Female	Male	Total
Respect – Colleagues			
Graduates are allowed by colleagues to express opinion without interruption			
Never	0.00%	1.69%	1.18%
Rarely	3.85%	8.47%	7.06%
Half the time	3.85%	5.08%	4.71%
Mostly	19.23%	18.64%	18.82%
Always	73.08%	66.10%	68.24%
The opinion of graduates is listened to and respected by colleagues			
Rarely	0.00%	3.45%	2.38%
Half the time	11.54%	5.17%	7.14%
Mostly	7.69%	18.97%	15.48%
Always	80.77%	70.69%	73.81%
Does not apply	0.00%	1.72%	1.19%

**Differences between males and females are not statistically significant*

The safe environment created by the facilitators diminished bullying and violence among students which usually characterize formal education environment from the point of view of both students and facilitators. When asked about being subjected to any sort of verbal or physical bullying by either the facilitators or colleagues at the center, around 97% of the graduates reported never or rarely being bullied. The remaining 2% explained that they were verbally or physically bullied (hit, pushed, punched, or kicked) by some of their colleagues at the center (all males), and a couple of students reported being badly treated by a male facilitator who was consequently expelled from the Program. Another aspect of bullying that was tackled in the questionnaire relate to students or their opinions being ridiculed by facilitators or colleagues where the majority of interviewed graduates reported rarely or never encountering such issues. Table (4) provides statistical information on bullying and abuse components.¹²

“We became respectful of each other, when [a colleague] yells at you, you try to understand his situation instead of immediately going into a fight” Student (male)

Moreover, the majority of interviewed graduates reported different positive personal changes, whether in character or in behavior, as a result of being part of the Program. These are described in the impact section (6.2).

¹² Although bullying among students exists in some centers, it is very rare compared to its prevalence in formal schools and among children in certain areas.

Table 4: Results of questions asked to assess different aspects of bullying

Aspects of bullying	Female	Male	Total
<i>Bullied by facilitators</i>			
Graduates ever been ridiculed by facilitators			
Never	100.00%	100.00%	100.00%
Questions or opinion of graduates ridiculed by facilitators			
Never	96.15%	91.38%	92.86%
Rarely	3.85%	6.90%	5.95%
Half the time	0.00%	1.72%	1.19%
Graduates ever been subject to verbal abuse by facilitators			
Never	100.00%	94.92%	96.47%
Rarely	0.00%	3.39%	2.35%
Mostly	0.00%	1.69%	1.18%
Graduates ever been subject to physical abuse by facilitators			
Never	100.00%	98.31%	98.82%
Rarely	0.00%	1.69%	1.18%
<i>Bullied by colleagues</i>			
Graduates ever been ridiculed by colleagues			
Never	100.00%	86.44%	90.59%
Rarely	0.00%	8.47%	5.88%
Half the time	0.00%	5.08%	3.53%
Questions or opinion of graduates ridiculed by colleagues			
Never	84.62%	60.34%	67.86%
Rarely	7.69%	25.86%	20.24%
Half the time	3.85%	6.90%	5.95%
Mostly	3.85%	5.17%	4.76%
Always	0.00%	1.72%	1.19%
Graduates ever been subject to verbal abuse by colleagues			
Never	100.00%	79.66%	85.88%
Rarely	0.00%	16.95%	11.76%
Half the time	0.00%	1.69%	1.18%
Mostly	0.00%	1.69%	1.18%
Graduates ever been subject to physical abuse by colleagues			
Never	100.00%	94.92%	96.47%
Rarely	0.00%	3.39%	2.35%
Mostly	0.00%	1.69%	1.18%

**There are no statistically significant differences between males and females on all aspects of bullying, except for verbal bullying by colleagues where differences are statistically significant at 5% level where verbal abuse was higher among males.*

Results of the evaluation proved that the methodology has also effectively enhanced students' learning outcomes, which resulted not only from delivering the curriculum but also from the interlinked elements of the PLM approach discussed above. Students linked the improvement in their academic abilities to their relationship with the facilitators and the willingness of the facilitators to answer all questions and repeat the lessons as much as needed until each student comprehends the material. In some of the centers, students said that facilitators used to come earlier than the session time or stay late to re-explain part of the material that a student did not understand or missed out

because of work or other circumstances. Findings from the survey support this as 98% of graduates stated that their questions were always or mostly welcomed and answered by facilitators and 96% resorted to the facilitators when they encountered difficulties related to their study either during or after the session (Annex (D) – Table (8) & Table (19)). The encouragement of both facilitators and colleagues also contributed to the positive improvement in learning as explained by students. Most of the students considered the improvement in their ability to read, write, and calculate to be significant particularly because they spent years in the formal education system without grasping any of the basic skills including the alphabets. More on the impact is included in section (6.2).

Examples of how the facilitators made sure that all students grasped and understood the material:

- Using different methods and illustrative tools to explain the material
- Re-explaining the material to each table separately
- Re-explaining the material individually to each of the students who still had difficulty in understanding the material
- Asking each student to participate and provide an answer to make sure all understand
- Encouraging and welcoming all questions regardless if repeated
- One of the facilitators places new students who lack the basics in a higher cycle so that the other students would provide support
- Several facilitators encouraged academically advanced students to help in facilitating some of the sessions. This proved effective for advanced students to feel useful and productive, and at the same time enhanced the learning of weaker students using peer-to-peer learning

“[Yes I learn more because of the way the facilitator treats us]; If you like the teacher, you become more able to understand the topics she delivers, she makes you love the topic” student (female)

“Here, facilitators repeat until we understand. We love them [the facilitators]. We did not love school teachers” student (male)

“When you trust the teacher a lot, you become encouraged to study and excited to come to the school” student (male)

“[Facilitators] make you feel comfortable so you ask without any fear” student (female)

Although the Program effectively implemented the PLM, it is essential to mention that individual differences between the facilitators exist whether in their understanding of the approach, ability to implement it, willingness to change their traditional way of teaching (excessive use of lecturing and rote memorization), or ability to connect with this special group of students. This issue was identified during discussions with the Program team, students, and facilitators themselves, and is continuously being addressed by the coordinators and QA staff.

Finding 2: Community mobilizers had an essential role in effectively implementing the PLM

Discussions with students revealed the positive impact the mobilizers had on their commitment to NFE, and to their social, emotional and behavioral changes, which in turn contributed to their academic learning. Several factors contributed to strengthening the relationship; mobilizers were the first point of contact for most of the students with NFE; in most cases they had to convince students and their parents or employers to enroll; they conducted personal visits to the families or places of work to facilitate enrolment and solve any issues; and they followed up with students throughout the duration of enrolment to ensure commitment. These factors resulted in developing a special bond

between students and mobilizers, stronger in several cases than that with facilitators, where many students resort to them for advice and share their personal issues with them.

As with facilitators, there were also personal differences between mobilizers in their ability to build such relationship and influence change.

Finding 3: the extra-curricular activities have enhanced the ability of the Program to influence change in students

Discussion with project team, facilitators, mobilizers, and students emphasized the important role extra-curricular activities played in strengthening the relationship of students with facilitators and mobilizers, significantly reducing absenteeism and increasing commitment to the Program, and enhancing psychological well-being of students. The activities covered entertainment and educational trips, sport activities, and brief trainings on certain professions. Selection of the destination of the trip and type of training was mostly based on students' preferences from different choices combined and presented by facilitators.

The trips, whether educational or entertaining, and sport activities gave students the opportunity to enjoy their time outside the center, explore other areas which they would never had the chance to visit, and work and play as a team. The short training courses exposed them to prospect professions that they can pursue, built new skills, and enhanced their self-confidence. This is according to students, facilitators and mobilizers.

"The more I get education, the more my mind is opened. The courses they give us also opened our minds" Student (male)

"Students who were absent for [a while] and heard that we are planning a course, came and attended. All enrollees attended the short courses we delivered, they like to gain new experiences" Facilitator (male)

"Students will not come [commit] if the Program was academic only" Facilitator (female)

"We gave them theoretical information about painting skills then we started the application, where we painted the school building. It was a very successful project that resulted in increased sense of belonging to the center and school, as students stopped throwing litter [on floor]" Mobilizer (male)

Finding 4: The program approach effectively addressed the factors that result in drop-out from the formal education

The PLM approach, which is student-centered, participatory, and creates an environment of respect, addressed one major factor that pushes students out of school which is the school environment where unkind treatment, verbal and physical violence and lack of respect are common. The flexibility of the Program approach also addressed the other factors that could discourage students from enrolling or committing to the Program. The short duration of the sessions and its time, which is based on the availability of the majority of students, allowed students to study while maintaining their much needed source of income. The program also allowed students who engage in seasonal work to return after the season ends and complete their cycle rather than restarting it, which has encouraged them to finish their NFE.

"I left school because I had to work and assist my family. I joined the center because it allows me to take a leave from work, attend, then go back to work" Student (male)

Hidden costs of education were also addressed. The program provided either transportation stipends or transportation busses. Females were provided with busses to reassure parents of their daughters' safety. The busses were always rented from schools or community-based organizations with the name of organization clearly printed out on the bus. This was in response to a request from parents to address conservative traditions.¹³ Other hidden costs are covered by the monthly budget¹⁴ of each center where facilitators were given the flexibility to decide on budget items; thus increase their ability to better address students' needs and center priorities.

"Some students are Syrians and very poor, some come barefooted, some come hungry and I can't let them faint out of hunger, so I use the budget to bring them food and shoes" Facilitator (female)

Finding 5: The capacity of the facilitators to implement the PLM has been enhanced

One of the main aspects that distinguish the USAID NFE program and was highly appreciated by QS management and MoE is the focus given by the Program to building the capacity of the facilitators in all new and existing centers. It was essential to invest in facilitators as they are at the center of the NFE program, and the success of the NFE in achieving its outcomes is directly linked to their capacity. This was also one of the main recommendations of the Oxford University study. As part of the capacity building component, facilitators were given specialized PLM trainings according to their level, beginners, advanced or both.¹⁵ They also took trainings in PRA, educational curriculum, and child protection. During discussions, facilitators expressed that they have considerably benefited from the provided trainings specifically the PLM. Nevertheless, some facilitators reported having difficulties in applying the PLM approach when it comes to working with students of different academic levels (3 cycles), and different ages. Also, some of the scientific curriculum facilitators encounter difficulties in using the seed/instigator text and utilizing the PLM for delivering their topics. Most of the facilitators talked about the importance of having a manual and references for PLM, a platform for continuous exchange of experiences, and regular workshops to support their work and enhance their abilities in facilitation.

In addition to the above, facilitators talked about a few aspects that could be improved in the delivered PLM training, these included:

- Utilize a variety of presentation methods, as verbal discussions are currently the main used method
- Provide written training material
- Focus more on how to deliver scientific topics using this approach
- Give more practical examples on utilizing games for delivering curriculum
- Select training dates that are not at the very end of the school holiday time and inform the facilitators of the planned dates ahead of time

¹³ Parents from conservative communities are usually reluctant to allow their daughters to leave the house fearing rumors that might affect their reputation. Having the name of the organization printed on the bus relieves this concern as people will know that the purpose of leaving the house is educational.

¹⁴ The monthly budget includes budget lines for equipment, tools, and stationary, transportation, hospitality items for students, extra-curricular activities and other items

¹⁵ Facilitators who started at the time of establishing the 28 centers received beginners' and later on received advanced trainings. Facilitators from UNICEF centers received advanced training. New facilitators –for either UNICEF or USAID funded centers- who joined after the initial beginners training was conducted only received beginners training.

While the capacity of the facilitators as a key factor in the achievement of the Program outcomes was successfully enhanced, an issue was raised by the facilitators and students that relates to the capacity of the English and Computer center teachers as they were not trained on PLM. The lecturing approach used by some of these teachers affected students' commitment to come to the center on the day these topics were given. Thus, facilitators recommended introducing these teachers to the PLM approach or including them in some of the trainings.

The plan to deliver mentoring and spiritual formation trainings to facilitators was postponed which was attributed by QS management to the unavailability of budget resulting from the non-cost extension.

Finding 6: Community of Practice (COP) was formed as a platform for coordination, sharing of best practices and innovation with a potential to contribute to the quality and effective implementation of the program and its sustainability

The Program supported forming a COP to help in building the capacity of the facilitators and enhancing the NFE program and its practices. Two COP meetings were conducted in each region (North, Middle, and South), and one regional meeting that included all 250 facilitators. During the regional meeting, a coordination committee of the COP was elected to represent the facilitators, coordinate regular meetings, and follow-up on recommendations with the Higher Technical Committee in MoE. The committee consists of 7 facilitators, 1 representative from QS, and 1 representative from MoE.

According to facilitators, MoE NFE Department, and QS management, a COP is vital to the continuous innovation of the approach and its practices. It provides an opportunity for facilitators to work together on sharing best practices, developing ideas, sharing experiences, and building each other's capacities. It also gives the chance to facilitators to advocate changes with both MoE and QS to improve the NFE program and be part of the decision-making process. This is necessary as the facilitators built a practical experience in implementing the methodology making them the most capable of continuously improving the NFE program and its methodology.

Having a COP will help in enhancing the sustainability of the NFE program by creating a platform to which the role of capacity development and knowledge transfer could be partially or fully transferred in the future.

Finding 7: A Quality Assurance Department was established to enhance the consistency of the quality of PLM implementation

A small QA Department was established as part of the Program to enhance the consistency of the quality of PLM implementation throughout all the centers. This is in addition to supporting the coordinators in mentoring and coaching the facilitators to improve implementation. As the NFE program is scaling up rapidly, funds should be allocated to expanding this department to maintain and improve the quality of PLM implementation.

Finding 8: NFE certificate equivalence and education pathways after graduation are unclear

An important issue that was raised by the mobilizers, facilitators, and the graduates related to not having accurate information about the NFE certificate (10th grade equivalent document). They were under the impression that the received certificate would qualify graduates to apply to the army, which is not the case. This issue was only clarified after months of the enrolment of the first cohort which negatively affected the credibility of the Program and in certain cases resulted in students drop-out.

Another related important issue that was raised by the students is the lack of clarity when it comes to the different available educational pathways after graduation. In several centers, students were informed that they were all eligible to sit for the 9th grade exam regardless of their age. In other centers they were incorrectly informed that they will be able to sit for the 10th grade exam after graduation. This has created a general confusion among students. It also caused frustration to the graduates who were recently informed of age-related restrictions as they had already built plans based on the initially communicated inaccurate information.

The program tried to clarify the information related to the educational pathways during a meeting for facilitators in February 2018. However, during discussion with facilitators and mobilizers, it was clear that there is still a misunderstanding and a lack of clarity among some of them.

Finding 9: the new and updated NFE curriculum has not materialized

The review, update and finalization of the improved NFE curriculum is a responsibility of MoE, which has been delayed due to circumstances not in the control of QS as program implementer.

QS worked with a group of 46 expert facilitators on reviewing the curriculum and provided recommendations for revision, which were submitted to MoE in October 2017. The curriculum development was delayed by 14 months; 8 months delay until MoE signed the Program Implementation Letter with USAID, another 6 months of delay was due to verbal instructions from the MoE to halt the process until the controversy around the changes introduced in the curriculum of the formal education faded.

The approval to start the process was finally obtained in March 2018. The process of updating any curriculum in MoE is complex and requires lots of revisions and approvals from different committees and departments and according to QS management, it is expected to take 1.5-2 years.

Finding 10: development of the PLM, PRA, Spiritual Formation, and NFE Operation manuals has not been finalized

Technical consultants were hired to develop the manuals of the PLM, PRA, Spiritual Formation and NFE Curriculum manuals, and drafts were submitted. However, given the complex nature of the methodology, the drafts require several revisions to capture the essence of the PLM.

Finding 11: The curriculum of Arabic language does not equip graduates with the knowledge needed to sit for the 9th grade exam

Finding 12: the duration allocated for the English language session was considered insufficient by most of the students

Most of cycle 3 students and many facilitators considered the Arabic Language curriculum not to be sufficient to equip students with the knowledge they need to continue academic study. Facilitators explained that the NFE curriculum only covers up until 5th grade topics. Thus, some facilitators delivered additional essential material from grades 6, 7, and 8 to support students who are planning to continue their academic education.

In addition to the issue raised about the Arabic language curriculum, the majority of students complained about the short duration and number of English language sessions, and explained that one hour per week does not equip them with any English language skills. They recommended to either increase the duration of the session or the number of sessions per week.

5.2.1 Challenges of NFE Implementation

In addition to the challenges explained within the “Findings”, several other challenges affected the implementation of the NFE program and application of the PLM were reported by the QS program team; mobilizers, facilitators, coordinators. The following are the main ones:

- The high workload of the coordinators might affect the quality of the outcomes if it was not addressed by the Program. The normal center load per coordinator is 5 centers, while that of the USAID NFE Program is currently 7-8. This is negatively affecting the work of the coordinators and burning them out. Coordinators have to work for long hour and sometimes during the weekends to cope with the high workload. Furthermore, the wide geographical area over which the USAID NFE centers are spread out requires long driving durations that consume a lot of the coordinators’ energy. On average, it takes around 1.5 days driving per week for some of the coordinators, which could have been used to follow-up on their centers.
- The facilitators are exhausted because of the high workload from delivering their formal classes and non-formal sessions. This is in addition to the paper work required for the NFE program that sometimes takes from their personal time. Though this is a main challenge that is encountered by facilitators, they reported that the impact they witness on their NFE students, the continuous support they receive from the coordinators, and the capacity building trainings they receive from the NFE program motivate them to continue.
- The outdated database used by the facilitators and coordinators consumes a lot of time and adds to their workload. The database has also lots of system errors that require repeated entries.
- Some of the facilitators expressed dissatisfaction with the amount of provided financial incentive as it does not correspond to the high workload associated with the program.
- Facilitators turn-over, though not frequent, poses a challenge in terms of finding qualified facilitators and delivering required training. New facilitators receive brief training by QA staff and additional support from coordinators until they are enrolled in the closest beginners training, which is usually conducted during school vacation.
- The lack of understanding of the NFE program approach and the importance of each of its elements by some of the school principals delays obtaining approvals needed for the daily operations of the centers. In some cases, principals showed resistance to the existence of the centers in their schools and undermine the role of facilitators. In extreme cases, principals threatened facilitators to take back the center room. This is linked to a major issue discussed in the sustainability section (7) that relates to the way MoE considers the NFE as a side program. To emphasize the importance of the centers, facilitators recommended that an official letter is sent by the ministry to all principals indicating that the center is as essential as any of the formal classrooms.
- In one of the centers (Ghwayr center), discrimination of one Jordanian student against Syrians resulted in the drop out of few Syrian students according to a group of Jordanian students who participated in a FGD.

5.3 Gender Considerations

The Program was successful in addressing the different gender considerations as explained below:

- The maximum eligible age for females is 2 years higher than that of males (13-20 for females compared to 13-18 for males). This was done, according to QS, as older females have a greater chance of attending NFE due to familial concerns about younger females safely and reputation.

- The NFE program's priority target group is males as they are more likely to drop out of schools than females, more likely to be working, and less likely to be targeted by other educational programs. Percent enrollment of males in the USAID NFE reached 62%¹⁶ which is close to the planned target of 70%.
- Allowing students to determine the time of sessions according to their preferences or working hours enabled both males and females to enroll and maintain attendance. Females reported choosing a time that is acceptable by their parents and working males reported choosing a time that allows them to receive education while keeping their much needed source of income.
- High level of engagement with families of female students facilitated the participation of females and maintained their attendance. According to several female students and mobilizers, this engagement eased the concerns parents had that relates to their conservative traditions.
- High degree of engagement with employers of male students increased the participation and commitment of working males in NFE. This was reported by students and mobilizers.
- Psycho-social support was provided to females in the form of a setting that is similar to a support group at the end of each NFE session for a duration of 15-20 minutes where female students talked about their feelings and general issues that they face. This was reported by some of the students and facilitators to be important as females more than males need a space to express their feelings and share experiences.
- Facilitators and mobilizers were selected to be of the same sex as the students.
- Females were provided with busses rented from a community based organization or school to reassure parents of their daughters' safety and address their conservative concerns.

¹⁶ M&E USAID NFE Program data

6 IMPACT

The DAC criteria define impact as the “positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended”.

This section looks into the impact the USG fund had on achieving the USAID NFE goal of “Quality education services and skills-building opportunities for out-of-school young women and men are increasingly accessible and effective” (Results Framework (Figure (2)). It also examines the impact that the Program had on beneficiaries according to the primary outcomes included in the QS NFE theory of change illustrated in Figure (1). It also touches upon the unintended positive and negative impact of the Program on both the beneficiaries and facilitators.

All statistical evidences used in this section are either included in a table within the section or in the statistical tables of the survey results provided in Annex (D).

6.1 Achievement of USAID NFE Goal

Finding: Quality education services and skills-building opportunities for out-of-school children has been enhanced

Achievement of the two intermediate results of the Program contributed towards the realization of the USAID NFE goal. The first IR of “Access to non-formal, equivalent education programs at the school level increased” was effectively achieved as discussed in details in section (5.1). The second IR of “Non-formal education effectiveness enhanced” was achieved to a certain extent as sub IR2.1 was completely achieved while sub IR2.2 was not, as explained in section (5.2).

6.2 Impact on Beneficiaries

Finding 1: participation in the Program has contributed to achieving social and emotional, behavioral, and academic changes in students

During FGD discussions with students and individual interviews with graduates, the majority reported experiencing several positive changes in their social and emotional well-being as a result of participating in the Program. 52% of graduates (63% of male graduates and 27% of female graduate)¹⁷ reported an improvement in their self-confidence and the way they perceive themselves. Such improvement was attributed to increased ability to read, write, and calculate; relationship with the facilitators and how it made them feel worthy; development of a purpose in life; change in the way people perceive them; and having more friends. This was consistent with finding from the FGDs. 45% of graduates talked about increased ability to build relationships and 34% talked about enhanced communication skills. During FGDs students also described the relationship with each other to be that of a family; they confided in each other, they cared about each other, and they supported each other academically. Several students reported not having any friends before joining the center. This was supported by finding from the survey where 99% of graduates made new friendships or maintained existing ones.

“Honestly I became more confident, and I now give my opinion. In the past I used to stay silent, I was shy. Now I started to participate and my personality is stronger” student (female)

Students also reported positive changes in their behaviors as a result of participating in the Program. 27% of graduates (31% of male graduate and 19% of female graduates) talked about a reduction in

¹⁷ The difference between the percentage of males and females who reported improvement in self-perception is statistically significant.

their tendency to creating problems and resorting to violence inside and outside the center. During FGDs, many students talked about being less aggressive in their daily interaction with their family and friends. Some said that they would have been already in jail or addicted to alcohol or drugs had they not participated in the center. Others, particularly those who were unemployed, reported a change in their daily routine where they acquired a certain level of discipline in their lives.

“[The facilitator] drives us home after the session and it would be night time, we sit with our family and talk and enjoy our time. Before the center, we used to stay in the streets all day and night. The center disciplined us” student (male)

“If I haven’t enrolled in the center, my life would have been full of misconducts, and I would have learned to get drunk and I would have been exposed to whacky things in life” student (male)

“I always used to carry a pocket knife with me, I attacked a boy when I was in the fifth grade and was imprisoned for that. When I joined the center, the mobilizer talked to me several times about how worthy my life is to be wasted in prison. I have changed and I’m not violent anymore, I don’t carry the knife anymore” student (male)

Table (5) presents the different personal changes reported by interviewed graduates as a result of participating in the Program.

Table 5: Experienced positive changes in the personal lives of graduates

Personal changes	Female	Male	Total
Positive change self-perception	26.92%	62.71%	51.76%
Positive change in ability to build relations	26.92%	37.29%	34.12%
Positive change in ability to communicate	34.62%	33.90%	34.12%
Positive change in tendency to create problems or use violence	19.23%	30.51%	27.06%
Ability to read, write, and calculate improved and knowledge increased	23.08%	11.86%	15.29%
Meeting more people and made more friends	7.69%	11.86%	10.59%
Ability to read and write improved	3.85%	10.17%	8.24%
Acceptance of Syrians increased	0.00%	6.78%	4.71%
Improved moral and psychological wellbeing	7.69%	1.69%	3.53%
Knowledge improved but cannot read and write	0.00%	1.69%	1.18%
Not afraid to leave the house	3.85%	0.00%	1.18%
Gained skills from short vocational courses provided	3.85%	0.00%	1.18%
Made Jordanian friends	0.00%	1.69%	1.18%

There are no statistically significant differences between males and females on all changes, except for improvement in self-perception at 1% level where more males reported changes in their self-perception than females.

Each graduate was given the chance to provide more than one change

According to the M&E collected data, pre and post academic tests of math and Arabic for cycles 1, 2, and 3 indicate an improvement in the abilities of students (table (6)). During FGDs, students reported enhanced abilities to read, write, and calculate. They gave examples of being able to read signs in the streets, use the social media, help their younger siblings in their studies, and calculate the sum of the cost of their purchases. In addition, 38% of the graduates who talked about a positive change in the way they perceive themselves attributed such change to their enhanced ability to read and write.

“When I used to go to the grocery shop, they used to bluff me with the exchange. Now [after learning in the center] I know how to count my exchange” student (male)

“I left school at the 9th grade and was very weak in math I did not understand ‘division’, when I came to the center, [facilitator] used to stay with me after center hours and explained it all to me. Now I am a wizard in division, square number, square root, order of operations and parenthesis” student (male)

“Like a blind who started to see” student (male) describing the effect of the Program

“Before enrolling in the center, I didn’t have much self-confidence, when I became a student here, I started learning and that made me more confident, and I will never be ashamed of myself ever again” student (female)

A lot of students contributed their ability and willingness to learn and consequently the change in their academic performance to the relationship they have with their facilitators as discussed in the effectiveness section (6.2).

Table 6: Percent change in average differences of pre and post academic tests scores

Subject	Percentage change		
	Cycle 1	Cycle 2	Cycle 3
Arabic	26.9%	16.6%	3.8%
Math	27.3 %	16.2%	20%

Finding 2: participation in the Program has contributed to improving students’ self-efficacy

Self-efficacy relates to the belief an individual has of his/her ability to achieve goals. This was examined as part of the survey by asking graduates if they perceive a positive change in their future prospects as a result in participating in the Program. 96% reported a positive change (Annex (D) – Table (26)); out of which, 89% had plans to continue academic education, enroll in vocational courses, or apply to the army (Table (7)). Having developed such aspirations was attributed by graduates to the Program. During discussions, students expressed that they did not have such plans prior to enrolling in the Program: unemployed males said they would have been still unemployed; employed males said that they would not have hoped to find a better job; and females said that they would have been at home waiting to get married.

The described impact on beneficiaries in findings 1 and 2 was also spoken about by facilitators and mobilizers.

Table 7: Future plans of graduates

Future plans	Female	Male	Total
Enrol in VTC	42.31%	23.73%	29.41%
Finish academic education (13% would like to finish university education)	42.31%	57.63%	52.94%
Apply to the army	0.00%	10.17%	7.06%
Have not decided yet	7.69%	3.39%	4.71%
Play soccer professionally	0.00%	1.69%	1.18%
Continue practicing my profession	0.00%	1.69%	1.18%
Look for a better job	0.00%	1.69%	1.18%

There are no statistically significant differences between males and females

6.3 Unintended Positive and Negative Impacts

6.3.1 Unintended Positive Impacts

Three positive unintended impacts of the Program were reported:

- Some facilitators reported that participation in the Program enabled them to transfer some of the elements of the PLM to their formal classes, which contributed to enhancing their teaching abilities. They talked about using more participatory methods such as group work, utilizing the “seed/instigator text” approach, and encouraging questions. In addition, they described the way they deal with students to be less aggressive and less judgmental. However, facilitators reported not being able to implement the PLM in all its elements in their formal classes due to several factors: over-crowded classrooms, the desks design and arrangements, and the lack of a level of maturity among formal education students to appreciate such approach. This maturity exists in the NFE students because of their exposure to work. In addition, some of the facilitators of scientific topics reported difficulties in attempting to use the “seed/instigator text” approach in advanced scientific subjects.

According to QS management, transfer of PLM skills into formal educational environment requires giving special attention to the formal context of both teacher and student. They believe that it will be critical in the future to move PLM into the formal system to reduce risks of low performance and withdrawal from school.

- Jordanian and Syrian students reported that enrolling in the program increased their acceptance and willingness to form friendships with each other, contributing to social cohesion.

“I was introduced to 4 [students], a Jordanian and three Syrians. We became close friends and we visit each other, they became like sisters to me” Student (female)

“I now accept Syrians much more” Student (male)

- Facilitators reported positive effect of the PLM implementation on their personal lives. It improved their ability to deal with their families as they became more patient specifically with their children, and more tolerant and respectful towards them.

“The impact on my personal life has changed 180 degrees to the extent that my wife asks me to take more courses [in NFE]” facilitator (who is a mobilizer as well) (male)

6.3.2 Unintended Negative Impacts

One negative unintended impact was reported by students, facilitators, and mobilizers:

- The environment created in the center and the extra-curricular activities conducted were considered an attraction to students from the formal education. In some cases, mobilizers and facilitators had to convince some students not to drop-out of school to enroll in the NFE.

7 SUSTAINABILITY

Sustainability is defined by DAC criteria as “measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn”. This involves looking at the extent to which the project is likely to continue after donor funding ceased and factors influencing the achievement or non-achievement of sustainability¹⁸. However, this evaluation does not look at the sustainability from a financial point of view, but rather on the mandate and capacity of the ministry to take over the NFE program. The capacity of the ministry was assessed based on the perception and previous experiences of the different NFE program stakeholders and not on a comprehensive capacity and organizational assessment, as this was not part of the scope of this evaluation.

This section explores the NFE program’s potential for sustainability over time and examines its different critical roles and the way they interact.

7.1 Potentials for Sustainability

The mandate of the MoE is functionally narrow and focuses only on the formal education. All other programs are considered side programs that are of much lesser priority. This was expressed by the MoE NFE Department as well as NFE facilitators. The continuation of the NFE program at the MoE and the level of support provided to it relies on the personal beliefs of the decision makers in the ministry. One of the recent ministers suspended the implementation of the program for a certain duration as he did not believe in its importance or investing in the targeted group (OOS children). Other ministers allowed it to continue but with minimum support.

Additionally, the level of bureaucracy at MoE and its complex financial systems can hinder the ability of the ministry to manage such a program that requires high level of innovation and flexibility, a case-by-case approach and organized collaboration. For instance, MoE financial system does not allow for transportation stipend, hospitality, stationary, and extra-curricular activities expenses that play a key role in attracting and retaining OOS children.

Facilitators attributed the success of the program to the supportive, comprehensive and student-centered approach of its management, which is lacking in the formal education system. Facilitators gave several examples describing the deterrent environment in their formal schools and the lack of effort by the ministry to change the situation though it is the focus of its mandate. They indicated lack of confidence in the ability of the ministry to manage the NFE program in light of the situation in their formal schools.

Given all of the above, MoE is not currently ready nor will it be during the foreseen future to be handed over the program. Facilitators and QS management talked about a previous experience with MoE where 40 NFE centers were handed over to the ministry in 2012-2013. Only 27 of these centers continued their operations, and at a low quality of implementation, with months of delay in paying the incentives to facilitators, and minimal records or documentation.

In addition, the current arrangement between QS and MoE has sustained and expanded the NFE program since 2003. Thus, it has much more potential for sustainability than a complete handover to the ministry. However, formalization of the current division of roles and responsibilities between the two parties in an official agreement is essential. This will compel the ministry to treat NFE as a core program rather than a side one and thus increase its commitment to fulfil its obligations towards it.

¹⁸ OECD n.d., *DAC Criteria for Evaluating Development Assistance*. Available from: <http://www.oecd.org/dac/evaluation/49756382.pdf> [09 February 2017]

7.2 Program Roles (Positions)

The division of roles is clear, specific, and structured and at the same time allows for a certain level of flexibility. Also, the linkages developed between the different roles enhanced flexibility and resulted in synergy. While the facilitators' role is in the center of the NFE, it is necessary to highlight the importance of the coordinators' role in tying up the different roles and creating synergy between them. The mobilizers' role has also proved to be vital not only in outreach and recruitment, but also in instilling values and changing behaviors for OOS children.

Execution of the roles assigned to the ministry – except for the facilitators role – are dependent, as mentioned in the previous section, on personal beliefs about NFE since they are not formalized or institutionalized. In an attempt to address such an issue, which in some cases has threatened the operations and sustainability of certain centers, QS conducted several workshops for all MoE directorate managers, liaison officers, and school principals to introduce them to the NFE program, explain the different roles and the importance of each one, and enhance their level of engagement in the NFE program.

The continuous change and rotation of the directorates' staff (managers and liaison officers) counteract QS' efforts to promote stability of the NFE program among the ministry staff. The lack of institutionalization of the MoE program roles and the continuous rotation of their staff have forced QS to dedicate a considerable amount of time to build and rebuild relationships, provide an orientation of the program to each new MoE staff, and invest energy to repeatedly advocate for the program and its objectives.

7.3 Introduction of the COP

In its quest to sustain the NFE program and the capacity building efforts invested in the facilitators, the Program supported establishing and maintaining a COP for facilitators to exchange knowledge and experiences and create an expert level of facilitators who are able to coach new ones as explained in section (5.2). They also supported forming a technical committee from the COP to act as a representative for the facilitators and influence change through the higher technical committee at the ministry.

8 GOOD PRACTICES AND LESSONS LEARNED

8.1 Good Practices

The NFE program reflects many good practices; several were discussed section (5) as they were key to the effectiveness of the Program. This section highlights the good practices that were specific to the USAID funded NFE Program.

1. Selection of underserved remote areas that are rarely targeted by other development organizations.
2. Provision of training to all facilitators to enhance the effectiveness of the PLM implementation in all centers and not only those funded by the USG.
3. Establishment of a QA department to ensure consistency in quality of PLM utilized.
4. Formation of a COP of facilitators for coordination, experience sharing and capacity building, and representation.
5. The support the Program provided to allow for high level of flexibility ensuring student-tailored responses.
6. Provision of networking and mapping training to mobilizers.

8.2 Lessons Learned

1. The 8 months delay in signing the PIL with the ministry has affected the ability of the Program to achieve some of the targets and outcomes. The bureaucracy of the government should be accounted for during planning of future projects timeframe.
2. The tribal conflicts have affected the ability of the Program to recruit more OOS children in targeted communities. This issue should be examined as part of future PRA assessments.
3. The community committees were not active in some of the communities and thus did not provide the anticipated support to mobilizers. In future, QS should put more focus on the selection criteria of the committee members and should develop methods to motivate them.

9 RECOMMENDATIONS

1. It is highly recommended that an official agreement is signed between QS and MoE to formalize and delineate the roles and responsibilities of each party. This will oblige the ministry to treat NFE as a core program rather than a side one and result in enhancing the effectiveness and sustainability of the program.
2. It is recommended to support the COP as it is essential for enhancing both the effectiveness and sustainability of the NFE program. The COP supports the innovative nature of the NFE program methodology by providing a platform for experience sharing and knowledge building. It also contributes to creating expert level facilitators who would be able to support continuous training and capacity building.
3. It is recommended to provide training on regular basis to the facilitators as the methodology is complex and innovative, and is completely different from the traditional way of lecturing and rote memorization. Understanding and applying PLM should be treated as a continuous change process that takes time and is not done over one or two training courses.
4. It is recommended that the NFE program invests efforts in clarifying the different academic pathways after graduation to mobilizers, facilitators, and students. Each targeted OOS child should be informed of his/her specific pathway based on his/her age category.
5. It is recommended to advocate with the army for the acceptance of the NFE certificate for application.
6. It is recommended to establish a partnership with the Vocational Training Centers (VTC) to introduce students to available trainings and possible future professions. This could be done through awareness sessions, field visits to the VTC, and provision of short training courses at the center.
7. To enhance the impact the NFE program has on its students and support them in building their future, it is recommended to establish strong networks and partnerships with organizations that provide funding for VTC, academic enhancement/tutoring classes, entrepreneurship training, microcredit lending, and university or college scholarships. This requires additional resources to be able to follow up with students, establish partnerships, and make referrals.
8. It is recommended to increase the extra-curricular activities, whether trips and vocational courses. The former enhances the psychological wellbeing of students, increases their commitment to the NFE program and strengthens the relationship with the facilitators and among students themselves. The latter introduces the students to potential future professions and provides them with options other than the academic education, which some might not have the ability to pursue.

ANNEX A: QUANTITATIVE QUESTIONNAIRE

Questions	Options
Name	
Sex	
Age	
Nationality	
Last attended grade in formal school	
Center	
Governorate	
Reason for drop out	1. low academic performance 2. work 3. school environment 4. marriage 5. parents preferred I stay home 6. transportation cost 7. distance 8. family obligations 9. other – please specify
How did you hear about the Program?	1. a friend 2. Community mobilizers 3. Community committee 4. Social media 5. Other, please specify

Questions	Options				
	Never	Rarely	Half of the time	Often	Always
Respect					
Respect for Participation					
Are you consulted in matters related to the class environment, code of conduct, studying hours?					
Are you consulted while planning an extra-curriculum activity?					
Respect for Needs and Diversity					
Do you feel that your special needs are respected and taken into consideration by your facilitators and colleagues?					
Do you feel that you're treated differently by your facilitators and colleagues because of your origin or religion?					
Verbal Respect					
Do you feel that your facilitators and colleagues allow you to express your opinion without interruption?					
Are you addressed by your name or in a nice way by your facilitators and colleagues?					
If the answer was not always or often , please specify how you are being addressed					
Feeling of Safety					
Participation					

Questions	Options				
	Never	Rarely	Half of the time	Often	Always
Do you feel that your questions are welcomed and answered by the facilitators?					
Do your facilitators and colleagues belittle your questions or opinion?					
Do you feel that your opinion is welcomed by facilitators and colleagues?					
Bullying					
Have you ever been verbally abused by your facilitators and colleagues?					
If the answer wasn't never , please give an example of the verbal abuse					
Have you ever been physically abused by your facilitators and colleagues?					
If the answer wasn't never , please give an example of the physical abuse					
Have you ever been belittled by your facilitators and colleagues?					
Do you feel safe inside the center? (external threats – having a facilitator that makes you feel protected – mediate with the parents, the center manager or students themselves)					
Feeling of Belonging					
Do you feel excited about going to the center?					
Do you take care of the class physical environment?					
Did you make friendships within the center?					
Discrimination					
Have you ever been in a situation where you didn't feel safe because of any of the following?					
A. Age					
B. Disability					
C. Gender					
D. Belief					
E. Nationality					
F. Origin					
G. Appearance					
H. Dialect					
I. None of the above					
If the answer wasn't I, please explain					
Engaging with facilitators					
Personal problem sharing					
Does the facilitators know when you're upset?					
If you face a personal problem, do you seek help from your facilitators?					
If the answer was never or rarely , please specify why					
Learning problem sharing					
Do you seek help from your facilitator in solving home works or understating something related to your study					

Questions	Options				
	Never	Rarely	Half of the time	Often	Always
Satisfaction					
How satisfied are you with the services provided by the center?					
Would you recommend your friends to join the center? (yes or no)	Not Satisfied at all	Not satisfied	Neutral	Satisfied	Very satisfied
Personal life and future prospect					
Did you see that the participation in the center made a difference to your personal lives? (yes or no)					
If the answer was yes, please select one or more of the following: A. Positive change in the way you perceive yourself B. Positive change in your ability to build relations C. Positive change in your ability to communicate D. Positive change in your ability to solve problems / not resorting to violence E. Others, please specify					
Do you feel that your prospects in life have improved since you've joined the center? (yes or no)					
If the answer was yes, - How did it improve? - Are there any other factors that contributed to this improvement? What are they?					
If the answer was no, - why? - What are the factors that contributed to this negative change?					
What are your future plans after graduation? A. Enrol in VTC B. Finish academic education (home schooling) C. Others, please specify					

ANNEX B: INTERVIEWS AND FGDS GUIDE

Group: Cycle 2 and Cycle 3 Students	Data collection method: FGD
Introduction	
1. Could you please introduce yourself and tell us how long have you been participating in the center activities?	
2. Are you expected to graduate this cycle?	
Effectiveness	
<u>Effectiveness of the outreach and accessibility</u>	
3. How did you know about the NFE program?	
4. Did you encounter any challenges while trying to enrol?	
5. What motivated you to participate?	
a. What was the change you wanted to achieve for yourself and/or your family by participating in program activities?	
6. Did you encounter any challenges personal or related to the program/center/facilitators that affected your ability to commit (accessibility to the program)?	
a. What are these challenges?	
b. How did you overcome them?	
7. Do you know of anyone who wanted to enrol but was not able to do so or enrolled but couldn't commit? Why?	
<u>Effectiveness of the approach and impact</u>	
8. Could you please describe the teaching approach used in the center?	
a. How is it different from the general approach used in the schools?	
9. How do you describe the class environment?	
a. If you are to describe your feelings toward the center, what would you say?	
10. How do you describe your relationship with your facilitators?	
a. Relationship within and outside the center	
b. Have you ever resorted to your facilitator to help you with a personal matter? Could you please give us an example?	
c. How did your relationship with the facilitators contribute to your learning?	
11. How do you describe your relationship with your colleagues?	
12. Did you see that the participation in the center made a difference to your personal lives? If yes, can you describe the personal changes you have experienced?	
a. Changes in the way you perceive yourself	
b. Changes in your social relations and social interactions	
c. Changes in your ability to solve problems / resorting to violence	
d. Changes in your future prospects	
13. Are there any alternative explanations for these positive changes, or are the changes solely caused your participation in the center? Which other factors supported the achievement of changes?	
14. Could you imagine, what would have happened if you had not participated in these activities? How would your lives be different?	
15. In your opinion, were there any significant changes you expected to result from your participation in program activities that did not materialise (yet)?	
16. What are the things in term of approach and environment that you think enhanced your experience and learning?	

17. What are the things in term of approach and environment that you think negatively affected your experience and learning?	
18. What are the challenges you encountered (if any) during your participation in the center?	
a. Learning capabilities	
b. Feeling of belonging	
19. Do you have any suggestions for the improvement of center's activities?	
Group: Facilitators	Data collection method: Group interviews or FGD
General	
1. Could you please introduce yourself, which center are you from, and what trainings have you received as part of your work with Questscope?	
Effectiveness	
<u>Effectiveness of PLM:</u>	
2. What are the things that you consider most useful/effective in the implementation of the approach? Why?	
3. What are the things that you consider least useful/effective in the implementation of the approach? Why?	
4. What are the things that you considered to be challenging in implementing the PLM approach?	
a. How could implementation be enhanced to overcome such challenges?	
<u>Effectiveness of the program in general:</u>	
5. What are the things that you consider most useful/effective in the implementation of the program? Why?	
a. Outreach	
b. Relationship between the different stakeholders (Questscope, ministry of education staff (liaison officer + center manager))	
c. Environment of the class	
d. Trainings received	
6. What are the things that you consider least useful/effective in the implementation of the Program? Why?	
a. Outreach	
b. Relationship between the different stakeholders (Questscope, ministry of education staff (liaison officer + center manager))	
c. Environment of the class	
d. Trainings received	
7. What are the challenges you've encountered during implementation of the program?	
a. How did you encounter these challenges?	
8. Could please describe the relationship you have with the center's students?	
a. How many of your students resort to you for help for personal or educational related issues (none, some, majority)? Could you please give us an example?	
b. how is it different from your relationship with your students in the formal classroom?	
Impact	
9. How did participating in the NFE program impacted you (if it did) at both personal and career level? Could you please give examples	
10. What sort of changes (if any) have you noticed on your students and could be the result of participating in the program? Could you please give examples	
11. Is there anything you expected to result from program measures that did not materialise for you or for the students?	
12. Were there any unintended negative impact as a result of participating in the activities of the center?	

Sustainability	
13. To what extent have you been able to take elements of the PLM approach and use it in your formal education classroom setting?	
14. What interventions/activities under the NFE program are expected to sustain overtime? Why and how?	
Lesson learned	
15. What are the main lessons learned from the program implementation?	
Group: PLM Coordinators	Data collection method: Group interview
General questions	
1. Could you please introduce yourself and which centers do you supervise?	
2. Could you please describe your role in the program?	
Effectiveness	
<u>Effectiveness of PLM:</u>	
3. What are the things that you consider most useful/effective in the implementation of the approach? Why?	
4. What are the things that you consider least useful/effective in the implementation of the approach? Why?	
5. What are the things that you considered to be challenging in implementing the PLM approach?	
a. How could implementation be enhanced to overcome such challenges?	
<u>Effectiveness of the program in general:</u>	
6. What are the things that you consider most useful/effective in the implementation of the program? Why?	
a. Outreach	
b. Relationship between the different stakeholders (Questscope, ministry of education staff (liaison officer + center manager))	
c. Environment of the class	
d. Trainings delivered to the facilitators	
7. What are the things that you consider least useful/effective in the implementation of the program? Why?	
a. Outreach	
b. Relationship between the different stakeholders (Questscope, ministry of education staff (liaison officer + center manager))	
c. Environment of the class	
d. Trainings delivered to the facilitators	
8. What are the challenges you've encountered during implementation of the program?	
a. How did you encounter these challenges?	
9. What strategies or approaches were key in the activities success in achieving its goals and what strategies and approaches hindered it?	
10. To what extent were steps taken to address gender differences and/or gaps?	
11. What is the division of roles and responsibilities between Questscope and the MoE?	
a. Did the different roles do what they were intended to do?	
i. Ministry roles	
ii. Questscope roles	
b. Is there anything in this division of roles that could be changed to enhance the sustainability and effectiveness of the program?	
Impact:	
12. What sort of changes (if any) have you noticed on the facilitators and could be the result of participating in the program? Could you please give examples	

13. What sort of changes (if any) have you noticed on the students and could be the result of participating in the program? Could you please give examples	
14. Were there any unintended negative impact of the program?	
Sustainability	
15. What interventions/activities under the NFE program are expected to sustain overtime? Why and how?	
16. How could the sustainability of the program be enhanced?	
Lesson learned	
17. What are the main lessons learned from the program implementation?	
Group: Outreach Mobilizers	Data collection method: Group interview or FGD
General questions	
1. Could you please introduce yourself and which centers do you work with?	
2. Could you please describe your role in the program?	
Effectiveness	
3. What are the approaches that you use to recruit students?	
a. Which of these approaches you found most effective? Why?	
b. Which of these approaches you found least effective? Why?	
4. What are the challenges you encounter in recruiting students?	
c. What do you do to overcome such challenges?	
5. What are the challenges that prevent potential students from enrolling in the program?	
d. how are these challenges addressed by the program? Or	
e. how could these challenges be addressed by the program?	
6. How does the program take into account the special needs / personal circumstance of potential participants? How does this affect your role?	
7. What are the challenges that participants encounter in accessing the program and may result in dropping out?	
a. What could be done by the program to overcome such challenges?	
b. What do you usually do with dropouts?	
8. What is the role of the community committee?	
a. How are the members selected?	
b. How effective is the committee in enhancing the program outreach? Why?	
c. What could be done to enhance their role?	
9. what is the role of the center/facilitators/center manager in enhancing the outreach of the program?	
10. To what extent were steps taken to address gender differences and/or gaps?	
Sustainability	
11. What interventions/activities under the NFE program are expected to sustain overtime? Why and how	
12. How could the sustainability of the program be enhanced?	
Lesson learned	
13. What are the main lessons learned from the program implementation?	
Group: MoE NFE Department Staff	Data collection method: Group interview
General	
1. What is your role at the MoE?	
2. What is your role as part of the NFE program?	
a. What are the activities you have been involved in as part of the program?	
b. How long have you been involved with the program?	

Effectiveness	
3. How effective is the program in reaching the target group?	
a. What could be done to enhance the effectiveness of the outreach?	
4. How effective is the program in recruiting and maintaining the facilitators?	
a. What could be done to enhance the effectiveness in recruiting and maintaining the facilitators?	
5. How effective is the implementation of the approach in the centers?	
a. What could be done to enhance the effectiveness of the approach implementation?	
6. What strategies or approaches were key in the activities success in achieving its goals and what strategies and approaches hindered it?	
7. To what extent were steps taken to address gender differences and/or gaps?	
8. Which were the most significant achievements resulting from the implementation of measures so far?	
9. Was there anything you expected to result from program measures that did not materialise (yet)?	
10. What are your expectations for the remaining program duration?	
11. What were the major challenges encountered during the implementation of the activities?	
a. What measures were taken to cope with the challenges?	
12. Are you satisfied with the NFE program's communications? Do you feel well informed? Are your suggestions taken into considerations?	
Sustainability	
13. What further interventions need to be implemented to foster the sustainability of the program?	
14. What are the major factors that might have an influence on whether the current achievements are sustainable or not?	
15. What is the division of roles and responsibilities between Questscope and the MoE?	
a. Are the MoE roles clear (facilitators, teachers, center manager, liaison officers, NFE department)?	
i. Did they do what they were intended to do?	
b. Are the Questscope roles clear (training, outreach, supervision & coordination, M&E, and QA)?	
c. Is there anything in this division of roles that could be changed to enhance the sustainability and effectiveness of the program?	
16. Does the MoE have the capabilities and the capacity to manage the whole NFE program by itself in the future?	
a. If not, and there is a need for an NGO like Questscope, are there any additional roles that you would be willing to take over the next few years?	
b. If yes,	
i. Do you currently have clear policies and strategies for the NFE program or do you need support in developing them?	
ii. what sort of measures would need to be taken by the ministry to be able to fully operate the program?	
Lesson learned	
17. What are the main lessons learned from the program implementation?	
Group: QS management staff	Data collection method: Individual interview
General	
1. Could you please introduce yourself and describe your role in the program?	
Effectiveness	
<u>Effectiveness of PLM:</u>	
2. What are the things that you consider most useful/effective in the implementation of the approach? Why?	

3. What are the things that you consider least useful/effective in the implementation of the approach? Why?
4. What are the things that you considered to be challenging in implementing the PLM approach?
a. How could implementation be enhanced to overcome such challenges?
<u>Effectiveness of the program in general:</u>
5. What are the things that you consider most useful/effective in the implementation of the program? Why?
a. Outreach
b. Relationship between the different stakeholders (Questscope, ministry of education staff (liaison officer + center manager))
c. Environment of the class
d. Trainings delivered to the facilitators
6. What are the things that you consider least useful/effective in the implementation of the program? Why?
a. Outreach
b. Relationship between the different stakeholders (Questscope, ministry of education staff (liaison officer + center manager))
c. Environment of the class
d. Trainings delivered to the facilitators
7. What are the challenges you've encountered during implementation of the program?
a. How did you encounter these challenges?
8. What is the division of roles and responsibilities between Questscope and the MoE?
a. Did the different roles do what they were intended to do?
i. Ministry roles
ii. Questscope roles
b. Is there anything in this division of roles that could be changed to enhance the sustainability and effectiveness of the program?
9. What strategies or approaches were key in the activities success in achieving its goals and what strategies and approaches hindered it?
10. Which were the most significant achievements resulting from the implementation of measures so far?
11. To what extent were steps taken to address gender differences and/or gaps?
Impact
12. What sort of changes you expected as a result of implementing the program and has been achieved?
13. Is there anything you expected to result from program measures that did not materialise?
14. What are your expectations for the remaining project duration?
15. Were there any unintended negative impact of the program?
Sustainability
16. What interventions/activities under the NFE program are expected to sustain overtime? Why and how
17. How could the sustainability of the program be enhanced?
18. (for upper management) does the MoE have the capabilities and the capacity to manage the whole NFE program by itself? Why
Lesson learned
19. What are the main lessons learned from the program implementation?

ANNEX C: SUMMARY OF ALL CONDUCTED INDIVIDUAL AND GROUP INTERVIEWS AND FGDS

No.	Target group	Location	Type of data collection	Date	Time
1	Testing- Male beneficiaries Cycle 3- graduates (6)	Irbid- Bushra	Structured individual interviews – Quantitative Survey	Sunday 25/3/2018	1:30pm – 3:00pm
2	Project Supervisor - Cedar	Amman	KII	Monday 26/3/2018	10:00am – 11:15am
3	PLM Coordinators	Amman	Group Interview	Monday 26/3/2018	11:30am – 1:30am
4	Quality Control	Amman	KII	Monday 26/3/2018	2:00pm – 3:15pm
5	Male beneficiaries Cycle 3 – graduates (7)	Mafraq – Zaatari	Structured individual interviews – Quantitative Survey	Wednesday 4/4/2018	12:30pm – 3:30pm
6	Male beneficiaries Cycle 3 – graduates (6)	Mafraq – Zumla	Structured individual interviews – Quantitative Survey	Wednesday 4/4/2018	12:30pm – 3:00pm
7	Female beneficiaries Cycle 3 – graduates (7)	Ramtha – Haleema Sadiya	Structured individual interviews – Quantitative Survey	Wednesday 4/4/2018	12:00pm – 4:00pm
8	Male beneficiaries Cycle 3 – graduates (4)	Mafraq – Manshiyat Ghayyat	Structured individual interviews – Quantitative Survey (2 evaluators working simultaneously)	Thursday 5/4/2018	12:00pm – 2:30pm
	Male beneficiaries Cycle 3 – graduates (4)				12:00pm – 2:30pm
9	Male beneficiaries Cycle 3 – graduates (8)	Zarqa – Muhallab	Structured individual interviews – Quantitative Survey	Thursday 5/4/2018	1:00pm – 4:30pm
10	2 Mobilizers from Anwar Nusayba and Muhallab	Zarqa	Group interview	Tuesday 10/4/2018	10:00am – 11:30am
11	Male beneficiaries Cycle 3 – graduates (6)	Zarqa – Anwar Nusayba	Structured individual interviews – Quantitative Survey	Tuesday 10/4/2018	12:00pm – 3:00pm
12	Male beneficiaries Cycle 3 – graduates (7)	Karak – Hamza	Structured individual interviews – Quantitative Survey	Tuesday 10/4/2018	11:30pm – 3:30pm
13	Female beneficiaries Cycle 3 – graduates (9)	Karak – Tawahin Sukkar	Structured individual interviews – Quantitative Survey	Tuesday 10/4/2018	10:30pm – 3:00pm

No.	Target group	Location	Type of data collection	Date	Time
14	Male and Female Mobilizers from Faqqu females and Faqqu males and Ghweir females	Karak	FGD	Wednesday 11/4/2018	10:00am – 11:30am
15	Male Facilitators from Faqqu and Ghweir	Karak	FGD	Wednesday 11/4/2018	11:30pm – 1:30pm
16	Male beneficiaries Cycle 2 and Cycle 3 from Faqqu and Ghweir	Karak	FGD	Wednesday 11/4/2018	2:00pm – 4:00pm
17	Female beneficiaries Cycle 2 and Cycle 3	Maan – Husainiyyeh	FGD	Thursday 12/4/2018	11:00pm – 12:45pm
18	Female beneficiaries Cycle 3 – graduates (4)	Maan – Husainiyyeh	Structured individual interviews – Quantitative Survey (2 evaluators working simultaneously)	Thursday 12/4/2018	1:00pm – 3:00pm
	Female beneficiaries Cycle 3 – graduates (5)				1:00pm – 3:30pm
19	Male facilitators (2) from Al Aal	Amman	Group interview	Sunday 15/4/2018	1:00pm – 2:00pm
20	Male beneficiaries form Cycle 2 – Al Aal	Amman	FGD	Sunday 15/4/2018	2:00pm – 3:45pm
21	Male beneficiaries Cycle 3 – graduates (6)	Karak – Faqqu	Structured individual interviews – Quantitative Survey (2 evaluators working simultaneously)	Sunday 15/4/2018	12:00pm – 4:00pm
	Male beneficiaries Cycle 3 – graduates (5)				12:00pm – 4:00pm
22	Male and Female Mobilizers from Zaatari, Zumla, Sabha	Mafrq	Group interview	Monday 16/4/2018	10:00am – 11:30pm
23	Male beneficiaries from Zumla, Sabha	Mafrq	FGD	Monday 16/4/2018	12:00pm – 2:00pm
24	Male Facilitators from Zumla, Zaatari, Sabha, Sama Sarhan	Mafrq	FGD	Monday 16/4/2018	2:15pm – 4:00pm
25	Female beneficiaries Cycle 2 and Cycle 3	Ramtha – Haleema Sadiya	FGD	Monday 16/4/2018	10:30am – 12:30pm
26	Female beneficiaries Cycle 3 – graduates (3)	Ramtha – Haleema Sadiya	Structured individual interviews – Quantitative Survey	Monday 16/4/2018	12:30pm – 2:30pm
27	Female facilitators from Khansa’a, Zeinab Asadiyah (4)	Zarqa	Group Interview	Tuesday 17/4/2018	1:00pm – 2:30pm

No.	Target group	Location	Type of data collection	Date	Time
28	Male beneficiaries Cycle 2 and Cycle 3 from Muhallab and Anwar Nusayba	Zarqa	FGD	Tuesday 17/4/2018	3:00pm – 4:30pm
30	MoE – Senior staff from the non-formal education	Amman	Individual Interview	Thursday 19/4/2018	10:00am – 11:30am
31	Program Director – Curt Tyler	Amman	Individual Interview	Monday 23/4/2018	2:00pm – 3:00pm
32	Education Specialist - Ma'en Rayyan	Amman	Individual Interview	Monday 23/4/2018	3:00pm – 4:30pm
34	International Director - Dr. Curt Renold	Amman	Individual Interview	Wednesday 25/4/2018	11:00am – 12:00pm

ANNEX D: STATISTICAL RESULTS FROM THE QUANTITATIVE SURVEY

General information about the graduates

Table Annex D - Table 1: Mean age of surveyed graduates

Gender	Obs	Mean	Std. Err.	Std. Dev.	[90% Conf. Interval]	
Female	26	17.98	0.29	1.49	17.48	18.48
Male	59	16.93	0.17	1.32	16.64	17.22
combined	85	17.25	0.16	1.45	16.99	17.51
diff		1.05	0.32		0.51	1.59

Difference between males and females is statistically significant at 1% level

Table Annex D - Table 2: Last grade completed by graduates

Last class completed	Female	Male	Total
1st grade	0.00%	1.69%	1.18%
4th grade	3.85%	5.08%	4.71%
5th grade	0.00%	5.08%	3.53%
6th grade	3.85%	10.17%	8.24%
7th grade	7.69%	11.86%	10.59%
8th grade	50.00%	30.51%	36.47%
9th grade	19.23%	30.51%	27.06%
failed 10th grade	15.38%	1.69%	5.88%
Never been to school	0.00%	3.39%	2.35%

Difference between males and females is not statistically significant

Annex D - Table 3 : Reasons cited by graduates for dropping out of school (each student was given the chance to provide more than one reason)

Reason for dropping out of school	Female	Male	Total
Repelling school environment	30.77%	29.63%	30.00%
Low academic performance	30.77%	18.52%	22.50%
The need to work	7.69%	25.93%	20.00%
There are only military schools in Manshiat Al Ghayath area where Syrian children are not allowed to enroll	0.00%	12.96%	8.75%
Not wanting to finish education	11.54%	3.70%	6.25%
War and refuge	3.85%	5.56%	5.00%
Parents prefer that I stay home	7.69%	0.00%	2.50%
Home responsibilities	7.69%	0.00%	2.50%
Expulsion from school	0.00%	3.70%	2.50%
Discrimination against Syrians	3.85%	1.85%	2.50%
Not being able to cover education expenses	3.85%	1.85%	2.50%
Marriage	3.85%	0.00%	1.25%
Family moved to a new area	0.00%	1.85%	1.25%
Parents prefer Quran school	0.00%	1.85%	1.25%
Bad peer pressure	0.00%	1.85%	1.25%

Reason for dropping out of school	Female	Male	Total
Illness	3.85%	0.00%	1.25%

Difference between males and females is statistically significant at 5% level

Outreach Methods and Channels

Table Annex D - Table 4: Outreach methods or channels through which graduates were informed about the Program

Outreach method or channel	Female	Male	Total
Through the community mobilizer	65.38%	57.63%	60.00%
Through a friend	23.08%	23.73%	23.53%
Through a facilitator	3.85%	11.86%	9.41%
Through the NFE center's manager	0.00%	3.38%	2.36%
Through relatives	7.69%	0.00%	2.35%
Through social media	0.00%	1.69%	1.18%
Through a teacher at the school	0.00%	1.69%	1.18%

Difference males and females is not statistically significant

Differences between Formal and Non-Formal Education

Table Annex D - Table 5: Differences between formal education and NFE that made graduates commit to the NFE but not formal education

Difference between formal education and NFE	females	males	total
There is a freedom in the NFE center, the facilitators respects you and treat you like friend and brother. The relationship is not that of a student and teacher (<i>Bad treatment at the school, physical violence, and lack of respect</i>)	80.77%	77.97%	78.82%
Facilitators explain the different topics in a simplified way so that you understand them and are willing to repeat the lessons as much as needed until each student comprehends the material	26.92%	11.86%	16.47%
Appropriate time and duration of the NFE sessions	23.08%	8.47%	12.94%
Extra-curricular activities implemented at the NFE center	7.69%	10.17%	9.41%
The time and duration of NFE sessions allow us to study while maintaining our much needed source of income	0.00%	13.56%	9.41%
We are not given homework and we do not have to carry textbooks in NFE	15.38%	3.39%	7.06%
NFE subjects are simple and easy	11.54%	3.39%	5.88%
Facilitators support you when you have a problem or go through a difficult time	0.00%	3.39%	2.35%
Teachers at the school do not focus on students with low academic performance	7.69%	0.00%	2.35%
Transportation are covered at the NFE center	0.00%	3.39%	2.35%
Used educational tools in the NFE center	3.85%	1.69%	2.35%
Bullying by other students in formal schools	0.00%	1.69%	1.18%
Facilitators give us hope	0.00%	1.69%	1.18%

Difference between formal education and NFE	females	males	total
Feeling safe at the NFE center	0.00%	1.69%	1.18%
School classes are overcrowded	0.00%	1.69%	1.18%
School students are racist with Syrians	0.00%	1.69%	1.18%
Teachers at the school were not able to teach them reading and writing	0.00%	1.69%	1.18%
The NFE center gave you the chance to meet new friends	0.00%	1.69%	1.18%

Each graduate was given the chance to provide more than one reason – open ended questions analyzed quantitatively

Respectful Environment

Annex D - Table 6: Results of questions asked to assess different aspects of respect

Aspect of respect	Female	Male	Total
Participation and respect - facilitators			
Graduates are consulted by facilitators in matters related to class environment, time and code of conduct			
Never	0.00%	1.69%	1.18%
Half the time	0.00%	3.39%	2.35%
Mostly	11.54%	10.17%	10.59%
Always	88.46%	84.75%	85.88%
Graduates are consulted by facilitators in matters related to extra-curricular activities			
Never	0.00%	10.17%	7.06%
Half the time	3.85%	5.08%	4.71%
Mostly	3.85%	5.08%	4.71%
Always	92.31%	79.66%	83.53%
Graduates are allowed by facilitators to express opinion without interruption			
Mostly	15.38%	8.47%	10.59%
Always	84.62%	91.53%	89.41%
The opinion of graduates is listened to and respected by facilitators			
Half the time	3.85%	3.45%	3.57%
Mostly	3.85%	10.34%	8.33%
Always	92.31%	84.48%	86.90%
Does not apply (does not like to say opinion)	0.00%	1.72%	1.19%
Special circumstances of the graduates are understood and respected by the facilitators (percentage was calculated from number of graduates who reported having special circumstances (13 females and 48 males)			
Half the time	0.00%	2.08%	1.64%
Mostly	15.38%	8.33%	9.84%
Always	84.62%	89.58%	88.52%
Graduates are addressed by name or in a nice way by facilitators and colleagues			
Half the time	0.00%	3.39%	2.35%
Always	100.00%	96.61%	97.65%
Respect - colleagues			
Graduates are allowed by colleagues to express opinion without interruption			
Never	0.00%	1.69%	1.18%

Aspect of respect	Female	Male	Total
Rarely	3.85%	8.47%	7.06%
Half the time	3.85%	5.08%	4.71%
Mostly	19.23%	18.64%	18.82%
Always	73.08%	66.10%	68.24%
The opinion of graduates is listened to and respected by colleagues			
Rarely	0.00%	3.45%	2.38%
Half the time	11.54%	5.17%	7.14%
Mostly	7.69%	18.97%	15.48%
Always	80.77%	70.69%	73.81%
Does not apply	0.00%	1.72%	1.19%

Differences between males and females are not statistically significant except for having special circumstances where more males reported having special circumstances than females (81% compared to 50%) and the difference is statistically significant at 1% level

Annex D - Table 7: Reported special circumstances that effected graduates' attendance (absenteeism or coming late)

Special circumstances	Female	Male	Total
Work	7.69%	85.11%	68.33%
Family circumstances	30.77%	0.00%	6.67%
Taking care of a family member	23.08%	10.64%	13.34%
Poverty and not being able to measure up to other students in term of spending	15.38%	2.13%	5.00%
Engagement	7.69%	0.00%	1.67%
Pregnancy	7.69%	0.00%	1.67%
Illness	7.69%	0.00%	1.67%

Differences between males and females are statistically significant at 1% level

Safe Environment

Annex D - Table 8: Questions of graduates are welcomed and answered by facilitators

Questions of graduates are welcomed and answered by facilitators	Females	Males	Total
Half the time	0%	3%	2%
Mostly	8%	8%	8%
Always	92%	88%	89%

No statistically significant differences between males and females

Annex D - Table 9: Graduates feel safe inside the center

Graduates feel safe inside the center	Female	Male	Total
Mostly	3.85%	5.08%	4.71%
Always	96.15%	93.22%	94.12%
Never	0.00%	1.69%	1.18%

No statistically significant differences between males and females

Annex D - Table 10: Results of questions asked to assess different aspects of bullying

Aspects of bullying	Female	Male	Total
<i>Bullied by facilitators</i>			
Graduates ever been ridiculed by facilitators			
Never	100.00%	100.00%	100.00%
Questions or opinion of graduates ridiculed by facilitators			
Never	96.15%	91.38%	92.86%
Rarely	3.85%	6.90%	5.95%
Half the time	0.00%	1.72%	1.19%
Graduates ever been subject to verbal abuse by facilitators			
Never	100.00%	94.92%	96.47%
Rarely	0.00%	3.39%	2.35%
Mostly	0.00%	1.69%	1.18%
Graduates ever been subject to physical abuse by facilitators			
Never	100.00%	98.31%	98.82%
Rarely	0.00%	1.69%	1.18%
<i>Bullied by colleagues</i>			
Graduates ever been ridiculed by colleagues			
Never	100.00%	86.44%	90.59%
Rarely	0.00%	8.47%	5.88%
Half the time	0.00%	5.08%	3.53%
Questions or opinion of graduates ridiculed by colleagues			
Never	84.62%	60.34%	67.86%
Rarely	7.69%	25.86%	20.24%
Half the time	3.85%	6.90%	5.95%
Mostly	3.85%	5.17%	4.76%
Always	0.00%	1.72%	1.19%
Graduates ever been subject to verbal abuse by colleagues			
Never	100.00%	79.66%	85.88%
Rarely	0.00%	16.95%	11.76%
Half the time	0.00%	1.69%	1.18%
Mostly	0.00%	1.69%	1.18%
Graduates ever been subject to physical abuse by colleagues			
Never	100.00%	94.92%	96.47%
Rarely	0.00%	3.39%	2.35%
Mostly	0.00%	1.69%	1.18%

There are no statistically significant differences between males and females in all aspects of bullying, except for verbal bullying by colleagues where differences are statistically significant at 5% level

Annex D - Table 11: Reported discrimination based on different characteristics/traits

Factor	Female	Male	Total
Discrimination based on age (applied to 3 females and 10 males, either younger or older than the majority of graduates)			
Never	100%	70%	77%
Rarely	0%	10%	8%
Half the time	0%	20%	15%

Factor	Female	Male	Total
Discrimination based on disability (applied to only one female graduate who has disability, no male ones)			
Never	100%	-	100%
Discrimination based on religion (applies only to two males graduates who come from a different religion sector)			
Never	-	100%	100%
Discrimination based on Nationality (applies to 4 females and 24 males – evaluators only asked the question if the graduates did not belong to the nationality of the majority of students)			
Never	100%	96%	97%
Rarely	0%	4%	3%
Discrimination based on appearance (applies only to 2 females and 5 males)			
Never	100%	80%	86%
Rarely	0%	20%	14%
Discrimination based on accent (applies only to 4 females and 14 males)			
Never	100%	86%	89%
Half the time	0%	7%	6%
Mostly	0%	7%	6%

Answers were only taken when a certain characteristic/trait applies and percentage was calculated accordingly

There are no statistically significant differences between males and females

Feeling of Belonging

Annex D - Table 12: Made new friendships inside the center

Made new friendships inside the center	Female	Male	Total
Yes	100%	83%	88%
No	0%	2%	1%
No as I knew them before joining the center	0%	15%	11%

There are statistical significant differences between males and females at 10% level where more males had friendship relations with part of their center colleagues prior to the NFE

Annex D - Table 13: Feeling excited about coming to the center

Graduates feel excited about coming to the center	Female	Male	Total
Never	0%	2%	1%
Half the time	8%	16%	13%
Mostly	15%	19%	18%
Always	77%	64%	68%

There are no statistical significant differences between males and females

Annex D - Table 14: Reasons reported by graduates who reported not always coming excited to the center

Reason	Freq.	Percent
No wanting to attend the English language session	3	19%
Having family responsibilities	2	12%
Being busy with work	2	12%
Bullying by other students	2	12%
Waking up late	1	6%

Reason	Freq.	Percent
The bus not coming on time	1	6%
Subjects are too easy	1	6%
No specific reason	4	25%
Total	16	100%

Annex D - Table 15: Caring for the physical environment of the center

Care about the physical environment of the class	Female	Male	Total
Rarely	0%	2%	1%
Half the time	4%	3%	4%
Mostly	12%	5%	7%
Always	85%	90%	88%

There are no statistically significant differences between males and females

Relationship with Facilitators

Annex D - Table 16: Facilitators notice when graduates are upset

Facilitators notice when graduates are upset	Female	Male	Total
Never	7.69%	1.69%	3.53%
Rarely	7.69%	3.39%	4.71%
Half the time	7.69%	6.78%	7.06%
Mostly	15.38%	6.78%	9.41%
Always	50.00%	67.80%	62.35%
Does not apply (either because they hide their feeling or they always come to the center excited)	11.54%	13.56%	12.94%

There are no statistically significant differences between males and females

Annex D - Table 17: Graduates ask facilitators for help with personal problems

Ask facilitators for help with personal problems	Female	Male	Total
Never	57.69%	61.02%	60.00%
Rarely	11.54%	5.08%	7.06%
Half the time	7.69%	8.47%	8.24%
Mostly	7.69%	6.78%	7.06%
Always	15.38%	15.25%	15.29%
Does not apply	0.00%	3.39%	2.35%

There are no statistically significant differences between males and females

Annex D - Table 18: Reasons for never or rarely asking facilitators for help with personal problems

Reasons for not asked facilitators for help with personal problems	Female	Male	Total*
I prefer to ask a friend or a family member	47.37%	17.50%	27.12%
I don't like to talk about my personal problems with the facilitators	0.00%	10.00%	6.78%
I solve my own problems	0.00%	12.50%	8.47%
I don't tell anyone about my personal issues	26.32%	60.00%	49.15%
I prefer to talk to the center manager who is also the mobilizer (iman)	26.32%	0.00%	8.47%

**Percentages are calculated from the number of graduates who reported never or rarely asking facilitators for help (18 females and 39 males)*

There are statistically significant differences between males and females at 1% level

Annex D - Table 19: Graduates ask facilitators for help to better understand topics related to their study

Ask facilitators for help with study	Female	Male	Total
Never	0.00%	3.39%	2.35%
Rarely	0.00%	3.39%	2.35%
Mostly	7.69%	3.39%	4.71%
Always	92.31%	89.83%	90.59%

There are no statistically significant differences between males and females

Level of Satisfaction with the Center

Annex D - Table 20: Level of graduates' satisfaction with the center

Level of satisfaction with the center	Female	Male	Total
not satisfied	0.00%	1.69%	1.18%
neutral	3.85%	6.78%	5.88%
satisfied	15.38%	25.42%	22.35%
very satisfied	80.77%	66.10%	70.59%

There are no statistically significant differences between males and females

Annex D - Table 21: Reasons reported by graduates who were not satisfied with the center

Reasons for not being satisfied with the center	Female	Male	Total*
Facilitators treatment	0%	20%	17%
Bullying by other center students (physical and verbal)	0%	20%	17%
Subjects are really easy	100%	40%	50%
Transportation stipend and the number of English and Computer sessions are insufficient	0%	20%	17%

**Percentages are calculated from the number of graduates who reported not being very satisfied or satisfied with the center services (1 female and 5 males)*

Annex D - Table 22: Graduates willingness to recommend the center to their friends

Graduates willingness to recommend the center to their friends	Female	Male	Total
Yes I recommended or will recommend the center to my friends	100%	100%	100%

Personal Changes

Annex D - Table 23: Graduates experienced positive change in personal lives

Experienced positive change	Female	Male	Total
Yes	88%	97%	94%
No	12%	3%	6%

There are no statistically significant differences between males and females

Annex D - Table 24: Description of experienced positive change in graduates' personal lives (each student was given the chance to provide more than one change)

Personal changes	Female	Male	Total
Positive change self-perception	26.92%	62.71%	51.76%

Personal changes	Female	Male	Total
Positive change in ability to build relations	26.92%	37.29%	34.12%
Positive change in ability to communicate	34.62%	33.90%	34.12%
Positive change in tendency to create problems or use violence	19.23%	30.51%	27.06%
Ability to read, write, and calculate improved and knowledge increased	23.08%	11.86%	15.29%
Meeting more people and made more friends	7.69%	11.86%	10.59%
Ability to read and write improved	3.85%	10.17%	8.24%
Acceptance of Syrians increased	0.00%	6.78%	4.71%
Improved moral and psychological wellbeing	7.69%	1.69%	3.53%
Knowledge improved but cannot read and write	0.00%	1.69%	1.18%
Not afraid to leave the house	3.85%	0.00%	1.18%
Gained skills from short vocational courses provided	3.85%	0.00%	1.18%
Made Jordanian friends	0.00%	1.69%	1.18%

There are no statistically significant differences between males and females on reported changes, except for change in self-perception where difference is statistically significant at 1% level

Annex D - Table 25: The other factors that contributed to the positive change

Factor	Female	Male	Total
No other factors other than participating in the program	91.30%	75.44%	80.00%
Encouragement from family and friends	4.35%	8.77%	7.50%
Work	0.00%	8.77%	6.25%
The use of social media websites	0.00%	1.75%	1.25%
Going to the mosque	0.00%	1.75%	1.25%
Volunteering at school	0.00%	1.75%	1.25%
Encouragement from teachers at the formal school	0.00%	1.75%	1.25%
Vocational training course	4.35%	0.00%	1.25%

There are no statistically significant differences between males and females

Future Prospects

Annex D - Table 26: Positive change in graduates' perception of their future prospect

Positive change in perception of future prospects	Female	Male	Total
Yes	96.15%	96.61%	96.47%
No	3.85%	3.39%	3.53%

There are no statistically significant differences between males and females

Annex D - Table 27: Future plans of graduates

Future plans	Female	Male	Total
Enrol in VTC	42%	24%	29%
Finish academic education (13% would like to finish university education)	42%	58%	53%
Apply to the army	0%	10%	7%
Have not decided yet	8%	3%	5%
Play soccer professionally	0%	2%	1%
Continue practicing my profession	0%	2%	1%
Look for a better job	0%	2%	1%

There are no statistically significant differences between males and females

Annex D - Table 28: The other factors that contributed to improved perception of future prospects

Other factors that contributed in improving future prospects	Female	Male	Total
No other factors other than the program	100%	88%	92%
Encouragement from friend and family	0%	8%	6%
Support and encourage from employer	0%	2%	1%
Total			