

Evaluating Remedial Education Programs for Refugee Children

A Working Model Designed for Jusoor's Primary Education Program
for Syrian Refugees in Lebanon

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Executive Summary

The Syrian Civil War, in its sixth year, has displaced at least 500,000 Syrian school-age children in Lebanon.¹ With insufficient space in Lebanon's public schools, a difference in the language of instruction between the Syrian and Lebanese education systems, and Syrian children having fallen behind in their schooling, education NGOs have been providing emergency education to help students stay on track with their studies and transfer to Lebanon's public school system. Jusoor is one such organization, operating three schools in Beirut and West Beqaa that teach kindergarten through 3rd grade.

After three school years, the organization has received substantial positive feedback on its work, both in their students' academic preparation and behavior. Jusoor acknowledges, however, that anecdotes can only go so far in evaluating an organization's success and identifying areas of growth. Administrators seek data that test the assumptions borne from these anecdotes. Yet, considering the staff members' constrained schedules from operating morning and afternoon shifts, the data must be easy to collect, store, and analyze. Moreover, it needs to be cost-effective.

Jusoor resolved to create a monitoring and evaluation framework to address these short-comings. This report describes that model, Jusoor's Theory of Change, associated metrics and data collection tools, and a one-year implementation timeline. The monitoring and evaluation framework will align with the structure of Jusoor's Theory of Change, which defines activities and outcomes for student retention, academic performance, curriculum review, student development of non-cognitive skills, and cultivation of a safe learning environment that promotes psychosocial well-being. Most of the indicators will assess programmatic outputs and student outcomes while the student attends Jusoor, although Jusoor will also begin calculating its retention rate among students who attend public schools.

Within **student retention**, Jusoor will create a retention tracker that identifies the number of students served and when the most students tend to drop out of the schooling system.

For **academic performance**, Jusoor will begin setting academic growth targets for its student body and create a literacy tracker that measures the length of time it takes for a child to learn to read Arabic and English while at Jusoor. This tracker will calculate a distinct average time for its younger students (ages 4-6) and students who are ages 7 and older.

Jusoor will also conduct a process evaluation of its **curriculum review** methods, which ensures that Jusoor's curriculum and sequence aligns with that of the Lebanese public schools and that it is modified appropriately to provide necessary remedial help.

The schools will also begin tracking how well they promote psychosocial well-being, first through assessing students' **development of non-cognitive skills**. Jusoor will pilot a well-being report card that will measure development of social-emotional competencies throughout the school year and install monitoring indicators for its counseling activities.

Jusoor will also measure how it cultivates a **safe learning environment** with a series of indicators that measure how social-emotional learning is integrated throughout the school day through explicit instruction and opportunities to practice.

Finally, it will measure one **operational metric** by continuing to calculate the average cost per student and refining the formula.

Jusoor will implement this model throughout school year 2017-2018, using the upcoming summer break for preparation, school year for data collection, and the following summer for analysis and reporting. After one year, it will also reflect on the process and potentially modify the metrics so that they better serve Jusoor's needs.

By sharing its process, Jusoor hopes that other education in emergencies organizations can learn from its experience and implement their own evaluation frameworks.

Introduction

Refugee populations are unique and far less advantaged than most children within the education sector. Refugees move more often than typical students, and their families have fewer resources at their disposal. The children have often missed months or years of schooling. Through fleeing warfare, they also have increased exposure to trauma and are more likely to develop mental health disorders.² These behavioral challenges, compounded by missed schooling, make it more difficult for children to return and stay in school once their families are settled. Syrians who have fled their country for Lebanon are no different.

Syrian students who enroll in Lebanon's public schools face a language barrier. Although Lebanon and Syria share a border in the Middle East, the countries have been providing school instruction in different languages. Syrian schools teach their subjects in Arabic, whereas Lebanese schools teach in English or French. Syrian students, therefore, find themselves speaking Arabic at home and in their communities but needing to learn English or French to succeed in school.

Class-time and accessibility are also limited in Lebanon's public education system, with the schools operating double shifts to accommodate Syrian students. In Lebanon, the morning shift includes Lebanese and Syrian students and limits the number of Syrian seats to not outnumber the Lebanese children. The afternoon shift is solely for Syrian students, but only if there is sufficient demand for the school to be open. Lebanese law allows for a second shift to remain open provided that at least 250 Syrian students enroll. While general demand may be high, the number of prospective students may dwindle if the school is too far away or if not enough students of the same grade level are able to attend.³

In light of these circumstances, it is unsurprising, though no less troubling, that Lebanon's Ministry of Education and Higher Education (MEHE) found in 2015 that 220,000 Syrian children aged 6-14 (primary and lower secondary school age) were not in school—nearly 60% of the Syrian children living in Lebanon.⁴ UNICEF, UNHCR, and the World Food Programme's (WFP) *Vulnerability Assessment of Syrian Refugees in Lebanon* had similar findings for primary school and also found over 80% of secondary school-age Syrian children were not attending secondary school.⁵ Despite there being double shifts at 330 public schools to accommodate children,⁶ there is also a need to prepare these students academically and social-emotionally so that they can succeed.

Organizations, such as Jusoor, address these challenges through offering informal education aimed at getting students back in the routine of school and preparing them for the Lebanese

curriculum. In its three schools, Jusoor admits about 1,300 students each year and teaches Arabic, English, math, science, art, physical education, and Identity (Syrian history and culture). It also allocates some time for social-emotional learning, and a counselor is on staff. Students' ages range from 5-14, and those over 7 take a placement test upon entry to determine the appropriate grade placement. Like the public schools, Jusoor operates two four-hour shifts to accommodate more students in the day.

Having operated the schools for three years and established a consistent program, Jusoor would like to create a monitoring and evaluation framework. This model will measure the outputs of their work, install a continuous feedback loop, improve communication between the schools and central organization, and lay the foundation for a future evaluation. The results will inform future planning efforts as Jusoor considers how to best serve its students and ensure they succeed in public schools.

This work will also improve Jusoor's adherence to the International Network for Education in Emergencies' (INEE) *Minimum Standards for Education in Emergencies*, which are a guide for establishing quality education in conflict zones or areas of emergencies. The standards serve as a framework for what formal and informal schooling should strive to provide for its students, including safe facilities, a culturally relevant curriculum, community involvement, and teacher training. It also has guidance for monitoring and evaluation. The objectives are that Jusoor's model will improve its own adherence to the INEE standards, that other education in emergencies organizations can learn from it, and can apply lessons to their own schools.

Overview of Monitoring and Evaluation

Before discussing the model itself, it is worth distinguishing "monitoring" from "evaluation", as these terms are often used in conjunction and have some overlap. The term "evaluation" also has a variety of meanings.

The INEE Standards for each are:

- **Monitoring:** "Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out."
- **Evaluation:** "Systematic and impartial evaluations improve education response activities and enhance accountability."⁷

Monitoring is an ongoing process, designed in the interest of obtaining rapid results, communicating them, and implementing small programmatic adjustments.⁸ Monitoring frameworks generally measure outputs, or the direct results of programmatic activities, although they can measure outcomes, such as student learning gains. Specific research questions are not required, although there should be a vision of success, logical model of how the organization achieves that success, and metrics that clearly measure the desired success. Without them, organizations can find themselves collecting all potential data without a sense for which data are most important.

Similar to monitoring is "continuous improvement", a growing concept within U.S. education. Continuous improvement cycles, such as Six Sigma, Lean, and Results-Oriented Cycle of Inquiry

follow a cycle of identifying an area of growth and potential solutions, implementing them, and collecting output and outcome data that inform stakeholders if the improvement was effective. Stakeholders then use those findings to influence future planning decisions.⁹

There are also process evaluations, which assess a program implementation's adherence to the original plan.¹⁰ Process evaluations can also measure a program's outputs against an external rubric or set of standards (such as the INEE Standards). These types of evaluations are valuable for measuring implementation fidelity and aligning a program to evidence-based practices. Organizations should also complete these types of evaluations before moving to more complex impact evaluations because they are less expensive, rule out implementation flaws, and incorporate policies that have already been proven to be effective.

The limitation of monitoring and process evaluations is that they cannot attribute causality, even when measuring outcomes. Causality requires a credible estimate of the counterfactual, or what the outcome would have been if the intervention did not happen. These estimates usually require a control group or historical data, which is beyond the scope of routine data collection.

Where monitoring falls short, impact evaluations preside. They measure causal effect through estimating the counter-factual over a fixed period. When done correctly, impact evaluations provide evidence that a policy works or does not. They are particularly useful for programming that has untested design elements, is being implemented in a new environment, or has never been implemented at-scale.¹¹

Their downsides, however, are the cost, longer timeline, and requisite expertise. Objective evaluations require an external organization to conduct the study, and data collection would likely endure for several years. While the results would ultimately prove the program's causal effect, they cannot assist with annual programmatic adjustments. These characteristics make an impact evaluation desirable but unrealistic in many circumstances, particularly for newer organizations with limited resources.

Jusoor's Monitoring Cycle

To Jusoor's benefit, previous evaluations in education offer guidance on how to strengthen their program. The Lebanese education system follows academic standards and posts a scope and sequence for each grade.¹² Therefore, Jusoor students will be well-prepared for succeeding in Lebanon's public schools if they follow the same curriculum. Researchers in social-emotional learning also provide evidence for which social-emotional competencies and instructional approaches promote well-being,¹³ which Jusoor can adopt as a starting point. By doing so and collecting data through monitoring cycles, Jusoor can prepare for its own evaluation or assist with a future evaluation that examines multiple educational programs in conflict settings. They will also advance their understanding of their impact beyond what anecdotal evidence offers.

Jusoor will therefore implement a monitoring cycle that quantifies its outputs and formalizes review processes. The outputs and review processes will encompass retention, academics, psychosocial well-being, and operations while its students are in school. The cycle adapts elements from monitoring and continuous improvement models, following a cyclical path of

identifying outcomes to measure, setting metrics and targets, collecting and analyzing data, reporting, implementing changes, and reflecting on the process before the next cycle. The stages of this cycle are in Figure 1, and an overview of each stage follows.



Figure 1. Jusoor's monitoring cycle

Sources: National Resource Center, Judy Clegg, and Dawn Smart, "Measuring Outcomes." And Best and Dunlap, "Continuous Improvement in Schools and Districts: Policy Considerations."

The process begins with **identifying outcomes**, or defining success for the program. It also articulates a pathway for how the program will achieve its success, connecting program resources, assumptions, and activities to the intended outcomes. Pathways typically follow a cause and effect model, commonly known as a theory of change, log frame, or logic model. The components are assumptions on the current situation, programmatic activities, direct outputs, and longer term outcomes. When ordered, the components explain how the programmatic activities and corresponding outputs address the current situation and help achieve longer term outcomes.¹⁴ An example, from Jusoor's Theory of Change, is below.

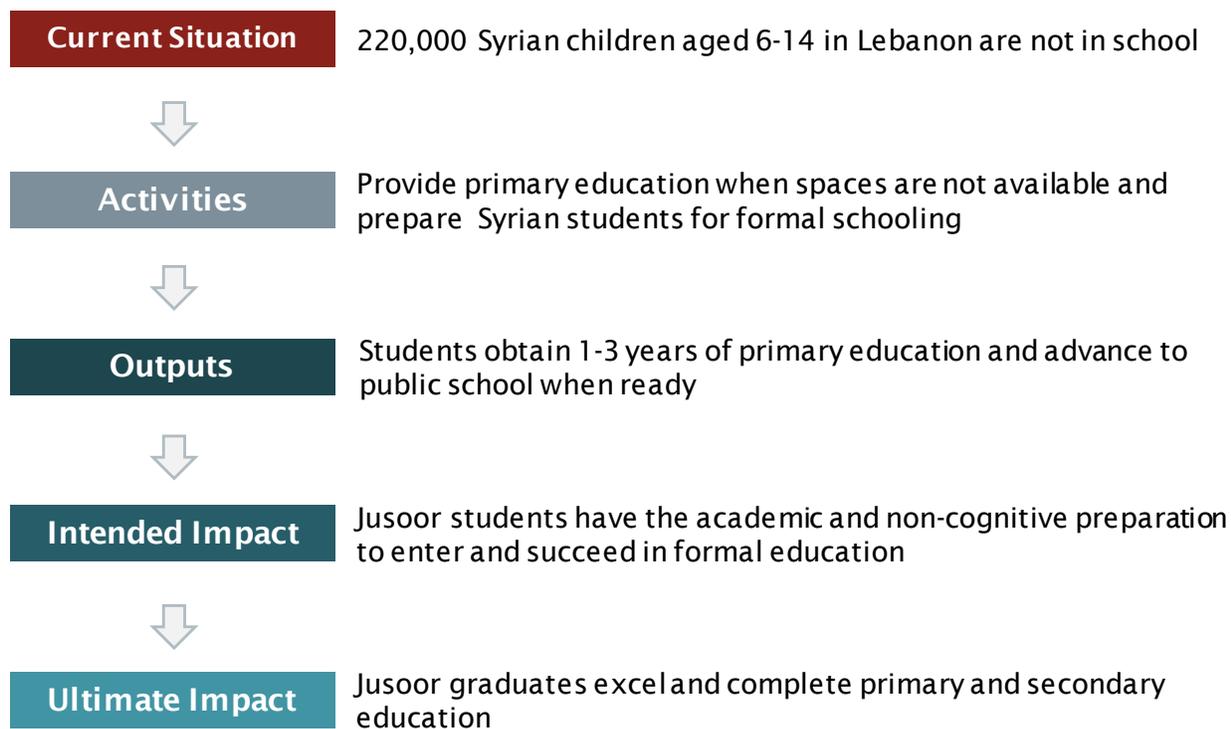


Figure 2. Example theory of change

By completing the model, stakeholders achieve clarity on the organization’s objectives and the underlying logic that connects the programming to those objectives.¹⁵ They also can use the model when communicating the organization’s story or purpose to internal and external audiences.

The next step is to **create metrics** (or indicators) that will measure if the outputs or outcomes have been achieved. Valuable metrics are quantifiable or binary (as in if the event occurred or not) and directly measure the output, outcome, or a valid proxy. Their creators also ensure that it is feasible to collect necessary data for measurement and analysis, both in terms of time and capital.¹⁶ The best metrics are constructed in a way that prevents cheating, the use of loopholes, or innocent but unintended consequences (for example, promoting a student to the next grade level when s/he may not be ready but in serving the interest of maintaining high grade promotion rates).

Metrics’ corresponding targets are goals that the organization would like to achieve, based on baseline data, strategic objectives, and benchmarks from similar organizations. Having a target is not always necessary or optimal. A new metric, for example, might not have the requisite baseline data or benchmarks needed for setting a meaningful target. Even with that information, setting a target charges the opportunity cost of focusing on another objective. Having targets for too many metrics could dilute organizational attention across its priorities, making it harder to hit any of the targets. Rather, organizations should focus their efforts on a manageable number of targets.

After finalizing the metrics, the next phase is to write a data collection plan and **collect data**. The data collection plan is critical for articulating what data the team needs, who will collect it, when, and how. It also outlines the ensuing analysis and reporting processes. A sample table, transposed for viewing purposes, is below.

HEADING	DEFINITION	EXAMPLE
Indicator Name	<i>Short, descriptive title</i>	Per-student spending
Data Collector	<i>Role that collects data and calculates indicator</i>	Program analyst
Data Components and Sources	<i>Data required to perform calculation and sources</i>	Financial report from fiscal year 2017 (specifically, allocation to education programming and total central management, fundraising support services) Enrollment and drop-outs per school
Calculation	<i>Calculation formula</i>	$\frac{\text{Education program spending} + \text{Central services to education}}{\text{\# students who have remained one full term}}$
Data Collection Timing	<i>Time parameters for what data are eligible</i>	Completion of financial reporting and school year '16-17 enrollment
Calculation Frequency	<i>Timing for analysis and reporting</i>	Calculated and reported every September, once financial reporting closes
Indicator Recipient	<i>Role(s) that receive indicator and complete broad analysis</i>	Finance and Operations Coordinator
Baseline	<i>Most recent calculation</i>	\$680
Target	<i>Goal for upcoming calculation</i>	< \$700

Figure 3. Sample data collection plan

In the example above, all the necessary data were available, but such is not always the case. If new data need to be collected, technology has provided several new ways to do so, such as in-person surveys, phone calls, text messages, interactive voice response (IVR), or focus groups and interviews.

There are trade-offs for each data collection tool. In-person surveys are resource intensive but can reach populations with low literacy or mobile phone penetration rates. They also allow for non-verbal observations. Phone calls are less expensive, but the respondent can still deviate from the call script, and the surveyor cannot ascertain non-verbal cues. With either method, respondents might not be honest about admitting negative behavior (such as saying a child has been attending school when s/he has not). By contrast, text messaging and IVR have a sense of anonymity that promotes honesty. The downsides, however, are that texting requires high literacy rates, and the IVR technology can only accommodate simple multiple choice questions.¹⁷ Finally, these two methods also inhibit relationship development with the respondents, and schools may want to cultivate a relationship with parents. In short, when organizations collect new data, they will need to consider which constraints are least detrimental to their success.

Advanced planning on data collection is helpful, as is planning on its use during the **analysis** phase, when administrators identify trends and areas of growth. Calculating an indicator such as per-student spending is relatively simple, compared to indicators that rely on surveys or frequent data collection. To demonstrate, attendance is a simple but daily data collection process that can become cumbersome if the data are not well organized to calculate the indicator of choice. For example, a chronic absenteeism metric that calculates the number of students who have missed at least fifteen days throughout the year is particularly valuable when an administrator can preemptively find the students who have missed one consecutive week or ten days. With this information, s/he can call a parent and ameliorate the situation before the student misses additional days or drops out. Without the data being organized for analysis, s/he would have to manually look through records to identify parents to contact, reducing the chance of there being an intervention.

These results and subsequent analysis are then **reported** to internal and external stakeholders. Internal staff should receive frequent updates, ideally through a reporting dashboard and discussion in regularly scheduled meetings. External stakeholders receive less frequent but more formal updates through ad-hoc community meetings and annual reports. These external reports should synthesize the detail appearing in internal dashboards, thus preserving a consistent narrative and facilitating the report drafting process.

The final steps are **implementing changes** recommended by the analysis and **reflecting** on the cycle. The reflection step is the time for identifying any process changes that should occur in the future. Did the organization use the right indicators? Did the analysis provide valuable information? Should the call script or specific survey questions be modified? There may also have been changes in the external landscape that impact the program's success or priorities, such as the closure of an afternoon shift at a nearby public school. Feedback from this phase will inform the next iteration of the monitoring cycle, helping it retain its relevance and value to the organization.

The cycle also retains its value at organizations when deliberation on the design or output of future stages informs an earlier phase. When selecting metrics, schools should examine what data they can realistically collect, given staffing and financial constraints. Some may also think about the prospective annual report and outline the narrative of accomplishments that the

organization would want to tell. Doing so influences the monitoring cycle's first step of identifying outcomes.

Intended Outcomes and Theory of Change

Jusoor's intended outcomes originate from a belief that Syrian youth should have access to profoundly better opportunities, including those brought about by educational success. The current situation for Syrian children in Lebanon, however, is dire. Over half of the children ages 6-14 are out of school—about 220,000.¹⁸ Of those in school, many have missed months of education and must learn English to understand teachers and assignments. They, like all refugees, have also experienced higher levels of firsthand and secondary trauma, as have their parents and teachers. Jusoor's educational program responds to these conditions and prepares students to enroll in public school and persist there. Ultimately, they want their students to excel and complete primary and secondary school.

Jusoor articulated and organized these outcomes and corresponding activities into a theory of change. It provides a logical flow of how Jusoor's educational program addresses the problems, leading to the intended and ultimate impacts of Syrian students being back in school and able to complete primary and secondary education (Figure 4).

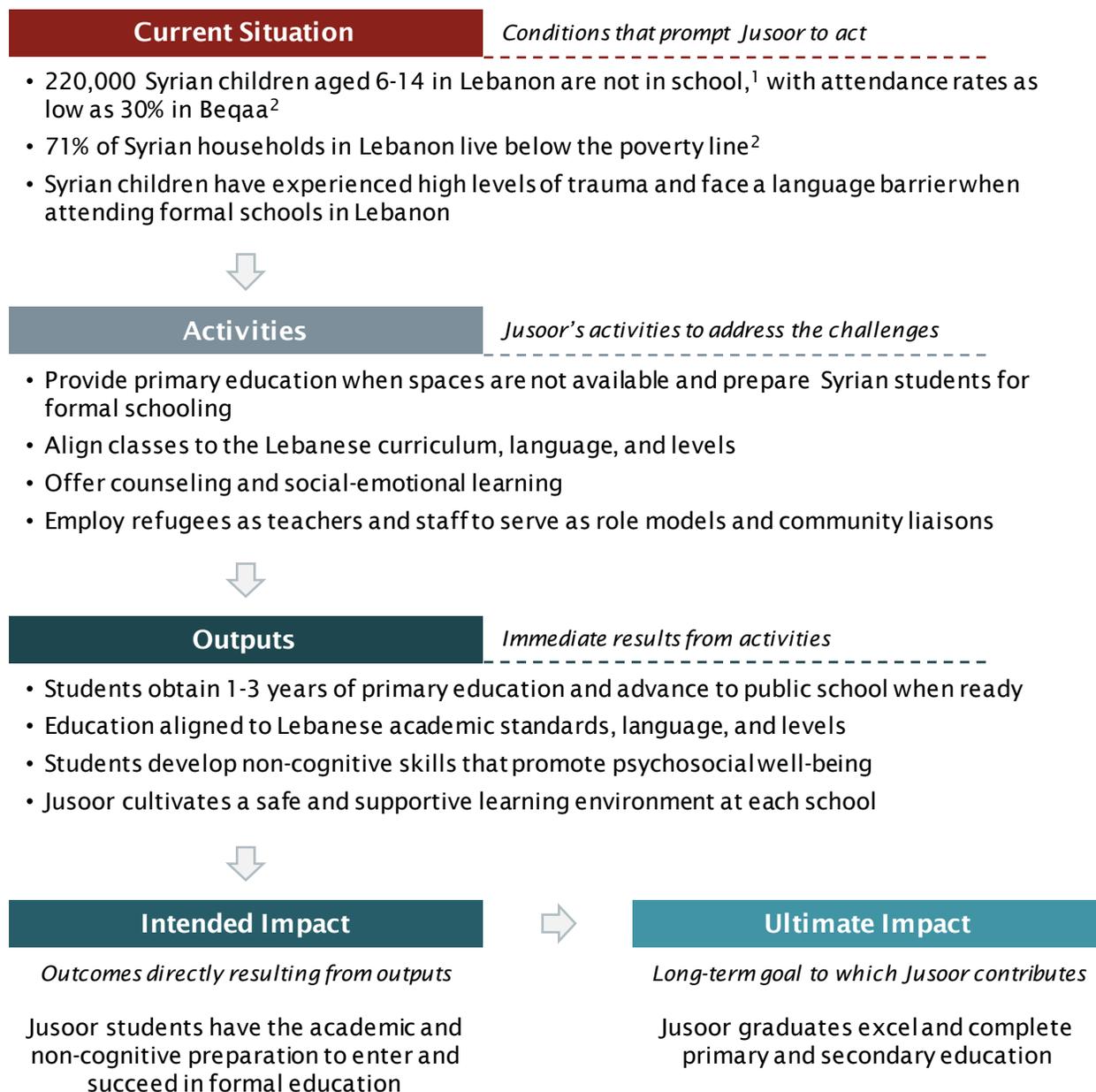


Figure 4. Jusoor's Theory of Change

Sources: 1. Government of Lebanon and United Nations, "Lebanon Crisis Response Plan 2015-16" (Beirut, December 2015), 14, data.unhcr.org/syrianrefugees/download.php?id=7723.

2. Catherine Saiid et al., "Vulnerability Assessment of Syrian Refugees in Lebanon 2016," December 2016, 27-29, 51, <http://reliefweb.int/report/lebanon/vulnerability-assessment-syrian-refugees-lebanon-2016>.

Beginning with the **current situation**, Jusoor has identified the specific conditions to which it is responding and assumptions that influence its activities. While other factors impact Syrians' ability to succeed in school, the Theory of Change only includes those that are relevant to the logical flow.

Jusoor's response to these conditions are its **activities**: provide primary schooling when public school spaces are not available, teach a curriculum that is academically, culturally, and socially relevant, offer counseling and social-emotional programming, and hire refugees as teachers and staff members. The curriculum is academically relevant by adhering to the Lebanese standards and language, as students must be ready to transition to Lebanese public schools. It is culturally relevant by teaching Arabic so that students retain this language and by offering the Identity class that covers Syrian history and culture. Finally, there is a socially relevant component by providing counseling and ensuring the students are physically healthy.

The **outputs**, or immediate results, are that students receive 1-3 years of primary education and transition to formal schooling when they are ready and space is available. They also develop non-cognitive skills and are in a safe learning environment. The assumption is that these outputs are necessary and sufficient for Jusoor students to be ready for formal schooling, which is the **intended impact**.

The last step, that all Jusoor graduates complete primary and secondary education, is the **ultimate impact**, a long-term goal to which Jusoor contributes. There are forces beyond Jusoor's full control that cause a student to drop out, such as the student moving or the family requiring the student to work. It is unrealistic for one organization to address all these challenges, particularly over the long timeline of a student's tenure in school. The benefit to identifying an ultimate impact, however, is that the ultimate impact articulates a long-term vision, which influences strategic planning and programmatic adjustments.

The activities and outputs target the students directly as well as the over-arching school environment. This structure stems from a framework to measure college preparation in U.S. public schools, which argues that measuring college readiness among high school students requires examining activities and outputs at the student level, school level, and district policy level.¹⁹ The approach can be adapted here because Jusoor is preparing students for a higher level of education and recognizes that this preparation requires student success and the assurance that they are learning the right material in a safe environment.

Undergirding the Theory of Change is a belief that the following inputs lead to student achievement:

- Daily attendance
- Curriculum aligned to Lebanon's national standards or supported by evidence of academic and non-cognitive improvement
- Ongoing support and training provided to teachers
- A safe learning environment

The monitoring cycle touches these inputs.

The remaining sections will walk through each outcome and output in the Theory of Change and describe the indicators, targets, data collection tools, and considerations for future monitoring cycles or an evaluation. The ultimate impact metrics will be first, followed by academic, psychosocial well-being, and finally operational. The ultimate impact metrics will measure retention, both within and beyond Jusoor. The academic and psychosocial well-being metrics will

measure the outputs in the Theory of Change, which collectively measure the intended impact. The operational metric will track organizational sustainability, necessary for Jusoor’s work to continue. The concluding section contains implementation planning for the model.

Some of the metrics in the model will not have targets for the upcoming year because data have not yet been collected or the calculation formula will change from last year. Those that do have targets will use them to test a hypothesis from anecdotal evidence or to verify adherence to an existing process. There also will be academic performance growth targets because Jusoor has been collecting this data and is ready to set a goal. In one case, as will be seen with student retention, comparative data exists and Jusoor will aim to match and surpass it.

Student Retention Metrics

The long-term, ultimate impact Jusoor hopes to make with its educational programming is for its students to transfer to public school and remain there through completion of primary and secondary education. Teachers today collect attendance daily, and the schools have enrollment and graduation records from previous years. The Beirut school also has some public-school enrollment data and contact information for students who transferred. The other two schools will begin collecting this information at the end of this school year as well.

Currently, nearly all students are of primary school age, meaning that it will be a few years before it can calculate primary and secondary completion rates. Yet, Jusoor can calculate a retention rate as students progress through Lebanon’s public schools. Nationwide school attendance rates from the 2016 *Vulnerability Assessment of Syrian Refugees in Lebanon* underscore the many barriers that refugee children face to stay in school and the value in Jusoor determining how many persist in public school.

This data, collected via household surveys, produces nationwide primary and secondary attendance rates, divided into subgroups by gender and governorate. Results from 2016 found that only 52% of Syrian children ages 6-14 attend school (either primary or lower secondary), with 64% attendance in Beirut and 30% in Beqaa. Attendance among children ages 15-17 was lower in all cases, being 16% nationally, 33% in Beirut, and 9% in Beqaa. Differences by gender were not statistically significant in either age group.²⁰

Jusoor can mimic this output with its own students, using a less costly approach and the Vulnerability Assessment data as a comparison point. This rate will include both retention between student enrollment and graduation at Jusoor and student persistence at any formal school afterwards, compiled by a series of retention indicators, taken at annual milestones along a student’s educational journey. These metrics, collectively known as a “student retention tracker” will establish a baseline with the student after one month of enrollment, measure again after remaining with Jusoor for a year, and again at the point when the student transfers to public school. Jusoor will then follow up annually to determine how many have remained in school and calculate a student retention rate. Jusoor has set a target to compare this rate to the nationwide school attendance rates among Syrians in Lebanon. The retention tracking metrics are listed in Table 1.

Table 1. Student retention indicators

Indicator	Target for SY 2017-2018
# of children who have benefitted from one of Jusoor’s educational programs for at least one month, since inception	3,900
# of children who have persisted at one of Jusoor’s schools for at least one school year, since inception	--
# of children who have graduated from a Jusoor school and enrolled in a public school, since inception	1,892
Jusoor retention rate (% of graduates who are attending public school)	64% Beirut, 30% Beqaa, with no gender gap

The first indicator, **the number of children who have benefitted from Jusoor’s educational programs for at least one month**, establishes a baseline number of students who attempt to complete primary and secondary education via Jusoor’s schools. The baseline is one month because many students drop out, arrive late, switch grades, or transfer to public schools within the first month of the school year. Often, administrators have not finalized rosters until October or November of the school year.

Jusoor will also include additional students who have benefitted from Homework Club or the bus to monitor use of those services and calculate the grand total of students served by their programming. Homework Club is a Sunday session at the Jeb Janine school for public school students to receive help on homework from volunteers and study for exams. The bus service provides transportation to one school for about two hundred students. The students who attend are mostly Jusoor graduates, but the services are open to all students attending public school.

The target of 3,900 comes from historical data of the number of new students each year and an estimate for the following school year. Incoming class sizes have varied over the past three years but average to about 900 new students per year. Homework Club and bussing have served 300 students.

The next step is the **number of students who have attended Jusoor for at least one school year**—a clear milestone, given the number of children who are not in school. This number will include students who have attended a full school year and missed less than two consecutive weeks, regardless of grade promotion or retention (retention here meaning to repeat a grade). This number is not yet available because it requires counting the number of new students each year who remain for the full year. Jusoor currently tracks the number of new students, drop-outs, and students who remain or transfer, but they do not have an aggregate data set of which new students remain for a full year. Administrators have plans to have this data available for the end of next school year.

The next step is the **number of students who graduate from Jusoor and enroll in a public school**. All students who complete this milestone will be included, regardless of the number of

years they study at Jusoor until they transfer (most students are ready after one or two years, although it can also occur after three).

After students move to public schools, Jusoor volunteers will contact their parents annually to determine how many are remaining in school each year and the grade at which they are studying. Volunteers did so in spring of this year and were able to contact 100 of 140 families for whom they had a phone number. The 40 who did not respond had moved or changed phone numbers without updating the office.

Next year, Jusoor would like to contact a representative sample, estimated to be the parents of 320 graduates. In the previous two school years, 55% of Jusoor's students have transferred to public schools at the end of the school year, equaling 1,189.²¹ Using that rate for school year 2017-2018, the estimate is that there will be 1,892 students who have transferred. With a 95% confidence interval and 5% margin of error, the appropriate sample size will be 320. Half (160) of the respondents should be parents from a student at Jeb Janine because this school accounts for half the Jusoor student body. The remaining 160 should be split evenly between Beirut and Jarahieh parents. Each year, Jusoor will need to recalculate the sample size as more of its students graduate and ensure an equal distribution of respondents by graduation year as well as Jusoor campuses.

Upon contacting parents, Jusoor can calculate a **student retention rate**, or the number of students who are still in public school out of all parents surveyed (Equation 1). For example, if Jusoor contacts parents of 80 students from Beirut and finds that 60 are still in school, the Beirut retention rate will be 75%. If volunteers contact parents of 80 students from Jarahieh and 160 from Jeb Janine (240 total) and find that 80 are still in school, the Beqaa retention rate will be 33%.

$$\frac{\text{\# of Graduates still attending public school}}{\text{\# of Graduates whose parents were surveyed}}$$

Equation 1. Jusoor's retention rate

After calculating its retention rate, Jusoor can compare it to the school attendance rates measured by the *Vulnerability Assessment of Syrian Refugees in Lebanon*, which captures school attendance data via household surveys and produces a nationwide rate and rates by gender and governorate.²² Because the results from 2016 for children ages 6-14 reveal a wide gap between Beirut and Beqaa but no statistically significant difference between gender, Jusoor's Beirut campus will strive to meet the 64% target, with no difference by gender. The Beqaa campuses will strive to meet the 30% target, also with no difference by gender. Jusoor will update these targets annually with the release of new comparative data and continue using the targets for children up to 14 years old until it has a cohort of graduates who are at least 15. At that point, it may calculate primary and secondary retention rates.

The comparison will be valuable although imperfect for a few reasons. Data collection will be the foremost challenge, given the labor-intensive approach of making phone calls. Jusoor's rate may also have an upward bias. Jusoor only transfers students to public schools if a nearby school has a spot guaranteed for that student. If a space is not available, Jusoor can retain the student and promote him or her to the next grade. School is not equally accessible for many students in the control group, especially in Beqaa. Jusoor should note this distinction when reporting its retention

rate in comparison to the nationwide survey. Additionally, the act of calling parents to ask about the child's attendance could have a positive effect on student attendance, as other parental engagement activities from schools have shown to do.²³ This potential bias, however, would be beneficial because the ultimate impact is for Jusoor graduates to remain in school and complete primary and secondary education.

Looking Ahead

In the following years and after gaining an understanding of when most students drop out, Jusoor could consider additional tools that would improve retention. For example, detecting **chronic absenteeism**, or after a child has missed several days, would alert principals and the academic director to contact a parent without them having to manually look through the attendance data and count the number of days missed. A tracking tool would save administrators time and give them more opportunity to intervene and engage the family.

Jusoor will also **refine its process and call script for contacting parents**. Having 100 conversations can be valuable but time-consuming. Many volunteers found it difficult keep the conversation focused and on-script. As the team tries to contact more parents next year, it will have to balance the value from retrieving more information against the time required to contact all families.

Jusoor could research Interactive Voice Response (IVR) technology which lets organizations send automated voice messages to recipients, asking them to press numerical keys to respond to a question or obtain additional information. In this context, administrators could use IVR to simply ask parents, "Is your child Mahmoud attending school? Press 1 for yes; press 2 for no." The tool could follow up with additional questions, such as having respondents select from a few options of why a student dropped out. Despite the efficiency, the barriers related to cost and loss of personalization preclude Jusoor from adopting the technology immediately. Moreover, there is a concern that parents would not give information to an automated line because they would not realize or trust the purpose of the call. Yet, it is possible that this technology could become valuable in the future for reaching more parents in less time and allowing volunteers to spend their hours with the students instead of making phone calls.

Given the low school attendance rates among Syrians in Lebanon, increasing school persistence among Jusoor graduates is a necessary first step. Upon understanding its own retention rate and when students tend to drop out, Jusoor can begin assessing why its students drop out of school and how it can better prepare them academically and non-cognitively.

Academic Metrics

The purpose of schooling is clearly more than simply to attend; it is also to develop skills in core subjects, such as math, language, science, and history. Measuring academic performance is well integrated into the schooling experience, via student levels, grades, curriculum scope and sequences, and standards of learning. Schools measure success on the individual student level through grading assignments and exams and promoting students to higher grades when they

are ready. They also can review the curriculum to ensure its alignment to a national curriculum or learning standards. Some schools are measuring learning growth, which assesses how much a student learned between two points in time, by comparing test scores from the beginning and end (often from one end of the school year to the next year-end). It can be a helpful measurement method when working with students who are behind the grade appropriate for their age or to compare teacher performance.

Currently, Jusoor teaches math, English, Arabic, science, Identity, arts, and physical education. The scope and sequence of math, Arabic, and science follow Lebanon’s curriculum produced by the Ministry of Education and Higher Education’s (MEHE) Center for Educational Research and Development (CERD).²⁴ English follows a curriculum based on total physical response method for English language learners. New students take a placement test to determine their appropriate level, rather than being placed based on age. At the end of each year, they give final grades to expose students and parents to the final assessment process (their public-school peers do not receive grades until 4th grade), and administrators use the grades and students’ non-cognitive development to determine which students promote to the next grade in the following school year.

Since Jusoor already administers placement tests, exams, and grades, most of the data needed for the academic indicators is readily available in spreadsheets and will be analyzed during the summer break. Unlike measuring persistence indicators, data collection is periodic, rather than daily, occurring on test dates and in the grade promotion meeting. Calculations for some metrics, however, can be complex and unrealistic, such as the learning growth indicator.²⁵ Jusoor will instead measure subject proficiency, those who have passed a grade level, and literacy. It will also monitor its curriculum review practices.

Student Academic Performance

Most of the data used for the student academic performance metrics (listed in Table 2) are reported to students, parents, and teachers through grades. In tandem, Jusoor will begin using this pooled data to measure outputs of their work and develop hypotheses on how schools can improve.

Table 2. Student academic performance indicators

Indicator	Target for SY 2017-2018
% of students who achieve proficiency in math, science, Arabic, and English each year	+ 5% points from SY 2016-2017
# of students who have passed a grade level	--
Average # of months it takes for a new student to read and write in Arabic and English at the reading level appropriate for their age	12 for ages 4-6 24 for ages 7+

The first set of indicators, **the percent of students who achieve proficiency (over 80% for a final grade) in each subject**, will help administrators understand where students are generally

doing better or worse in academic areas. Early hypotheses suggest English and science are the most challenging. Students speak Arabic at home and are learning English as a second language. The language barrier then makes it difficult to understand the breadth of science vocabulary, which at young grades includes plants, animals, health, environment, and energy.

Preliminary targets for each subject are a growth in five percentage points from the current year (for instance, if 50% of students were proficient, the goal would be an increase to 55%). The objective is to encourage academic improvement without encountering the unintended effects of grade inflation, overly teaching to the test, or concentrating on students who are near the passing threshold and disregarding those who are too far behind. Jusoor will provide training to teachers to expose them to the concept and teach strategies to improve academic outcomes. The academic director and principals also meet with teachers individually at the end of the year to discuss their students' performance and can use this time to review gains in academic outcomes. After an initial year, Jusoor may customize targets by teacher or subject by setting a higher growth target for English than math, where proficiency rates may already be sufficiently high.

The next indicator is the annual **number of students who pass a grade level**. While this data does not comprehensively describe a student's academic performance, it is a marker of achievement for the student and a simple way for Jusoor to report on its work. This metric has no target and is a number, rather than a percent, to limit its influence on the level-promotion decision-making process. Having an explicit goal and tallying the number of students who have passed before all have been assessed could bias some decisions, and matching a target is not a valid reason to promote a child. Additionally, some students at Jusoor repeat a grade for social-emotional reasons, and administrators need to retain this flexibility without worrying about a target that measures academic growth.

Both indicators are valuable for measuring outputs of Jusoor's activities and aggregate student outcomes. To make the evaluation model of students' individual progress more meaningful, Jusoor chose to investigate the **average time it takes for new students to be literate in Arabic and English**. Literacy, particularly in English, is fundamental towards learning all other concepts in school. Syrian children should also retain their Arabic proficiency, since Arabic is their native language.

The rationale for tracking literacy is clear, but defining what literacy is or is not can be challenging. The UN's Department of Economic and Social Affairs defines adult literacy as "a person... who can with understanding both read and write a short simple statement related to his/her everyday life."²⁶ The report further mentions a "functional literacy rate" to indicate an ability to apply reading and writing in daily life. It also acknowledges the difficulty in assessing if people are literate by either of these definitions.²⁷

Jusoor will define literacy based on the grade standard for the child's age. Children at six years old need only to be able to recognize letters and commonly used words in their native language. Older students at nine years old should be able to read a paragraph and write a few sentences. The current estimate is that younger students around ages 4-6 can read and write at their age-appropriate level in ten months in Arabic and one year in English. Older students meet their expectations in two years for both languages. Older students, who should be reading at a higher

grade-level, require more time because the standard is higher for their age and they have missed more school than the younger students. By scaffolding the expectations of literacy, Jusoor will produce a more meaningful metric that distinguishes older and younger students.

To formalize, Jusoor can create a simple literacy tracker for incoming students that notes when students begin reading and writing at their age-appropriate level. While students will arrive at Jusoor with various reading levels, all will ultimately be assessed on the tracker for reaching the reading grade level that matches their age. For example, an incoming student who is 8 years old might enroll in first grade but would not achieve age-appropriate literacy until being able to read at a second grade-level.

It will use the existing exam schedule (initial placement, end of each term, and end of school year) and indicate the test date at which the student demonstrated age-appropriate literacy. A template of what Jusoor will use is below, and it will begin collecting this data in the upcoming school year.

STUDENT NAME	AGE AT ENROLLMENT	SCHOOL	ENROLLMENT DATE	TEST DATE THAT DEMONSTRATED AGE-APPROPRIATE LITERACY	# MONTHS TO BECOME LITERATE
<i>Student Name</i>	<i>Years</i>	<i>Beirut, Jarahieh, Jeb Janine</i>	<i>mm/dd/yy</i>	<i>mm/dd/yy</i>	$\frac{\text{Test Date}-\text{Enroll. Date}}{30}$
Fatima	5	Jarahieh	9/16/17	7/26/18	10.4
Hamza	5	Beirut	9/16/17	7/26/18	10.4
Mustafa	6	Beirut	9/16/17	3/15/18	6.0
Hala	8	Jarahieh	9/16/17	12/13/18	15.1
Ahmad	8	Jeb Janine	9/16/17	7/25/19	22.5
				Average for ages 4-6	9.0
				Average for ages 7+	18.8

Figure 5. Example literacy tracker for incoming students

Looking Ahead

These indicators measure students' progress while they attend a Jusoor school. Ideally, Jusoor would gather academic data of its graduates in public school to understand how well they are performing and in what areas they need improvement. It can be difficult, however, to collect this data because public schools do not release academic records to external organizations. Additionally, it is often challenging for Jusoor staff members to formally meet with public school staff because of bureaucratic hurdles and that Jusoor is not an officially registered NGO in Lebanon. Therefore, Jusoor's options are to work through parents to receive academic updates and develop relationships with public school teachers and principals to gain qualitative feedback.

The first option would be requesting that graduate **parents send pictures of report cards** or bring them to a parent conference or workshop (if the parent has a younger child enrolled at Jusoor). Like the appropriate sample size for measuring retention above, a representative sample here would also be 320 report cards, with half (160) from Jeb Janine and one quarter (80) from both Beirut and Jarahieh. In aggregate, Jusoor could use this data to understand where their students need the most support.

The second, **feedback from teachers and principals on Jusoor's graduates while they are in public schools** would be valuable, both as a comparison to other Syrian and Lebanese students, and for providing additional context around the report cards received from parents. Ideally, Jusoor would meet with or survey Lebanese public school teachers and principals. Staff members have met with some in the past, and researchers have also been able to gain access on behalf of the organization. Yet, it would be difficult to expect more than a few meetings each year, due to the policy barriers. Jusoor should therefore strive to collect the feedback it can and develop additional relationships with public school staff for the long-term.

Possible discussion topics include recommended resources for teachers, students' general performance in class, and their behavior and social-emotional skills. Other questions could be:

- Jusoor currently teaches math, science, English, and Arabic. Out of those four subjects, in which are Jusoor students relatively stronger than their peers? Where are they relatively weaker?
- Do Jusoor students seem ready for public school when they arrive, or are they behind? If they are behind, are they able to catch up?
- Are there particular concepts in which all Jusoor students seem to need improvement?
- What do you notice about their ability to do homework assignments? Similarly, with taking quizzes and tests in class?
- Are there any Syrian students who attended a different informal schooling program and are particularly well-prepared?
- If Jusoor had an extra hour in its school day, how should it spend that hour?

As the organization establishes trust, Jusoor may be able to contact a wider sample and administer a survey. Teach For America, a teacher training and placement program in the U.S., employs such a concept, asking school principals about the perceived effectiveness of teachers from Teach For America and whether they outperform teachers from other training colleges and programs. These surveys were an early evaluation method for the organization, which has since adopted a robust set of indicators and used three randomized control trials.²⁸ Through this approach, Jusoor could reach a larger sample size and codify perceptions of Jusoor graduates' performance compared to other Syrian and Lebanese students. For the present, by having a representative sample of report cards and auxiliary detail from qualitative feedback, Jusoor will obtain some insight on which classes or subjects to improve.

Curriculum Alignment and Review

For students to best prepare for the academics of public schooling, the school must provide classes and curricula that facilitate their success. The INEE addresses this need in its Curricula

standard under the Teaching and Learning domain by calling for a “culturally, socially, and linguistically relevant curricula [that are] appropriate to the particular context and needs of learners”.²⁹ Jusoor fulfills this standard with its Identity class, psychosocial support, instruction in English and Arabic, and curriculum alignment to Lebanon’s academic standards. Of these aspects, this monitoring cycle prioritizes the psychosocial supports (see Student Non-Cognitive Skills Development) and curriculum alignment to Lebanon’s standards.

Currently, Jusoor aligns its curriculum scope and sequence to that of Lebanon’s public schools (created by CERD). Their scope and sequences for each subject and grade specify the number of instructional hours required each year and the number of hours that should be allocated to specific topics within each subject. For example, math in Lebanon for 1st grade requires 150 hours during the school year. 60 of those hours must go to teaching natural integers, specifically numbers less than 100, reading and writing numbers, comparing their value, and forming groups of 10.³⁰ Jusoor’s academic director uses this information to plan 1st grade math courses to meet the public schools’ learning objectives, adjusting the number of instructional hours to accommodate students’ needs.

After creating plans for each course, Jusoor verifies alignment to them in the classroom through principals reviewing lesson plans each week and meeting with teachers as needed. The academic director also updates the scope and sequences for each course if there are changes to CERD’s curriculum. She also updated many of them during the past academic year because Jusoor has begun enrolling more students who are younger. Younger students have generally missed less school than their older peers, meaning that their curriculum can more closely follow the CERD curriculum. In previous years, Jusoor’s curriculum was modified because more students had missed significant amounts of school time and were not ready to follow the Lebanese textbooks at the same pace of public schools.

Because Jusoor already verifies curriculum alignment each year, it will continue to do so and report externally on this process. The metrics are in Table 3.

Table 3. Curriculum alignment indicators

Indicator	Target for SY 2017-2018
All Jusoor curriculum scope and sequences aligned to the appropriate Lebanon level and subject curriculum? (y/n)	Yes, 100% of curricula
All teachers’ weekly course plans align with the appropriate Jusoor scope and sequence? (y/n)	Yes, 100% of all plans
Average # hours that principals spend each week reviewing lesson plans and meeting with teachers	--

Each year, the academic director will **review Jusoor’s scope and sequences as well as Lebanon’s standards released by CERD**. She will make any necessary updates and communicate all changes to teachers and principals so they can update their course plans.

Annual **course plan reviews** will occur during the summer annual planning meeting. During this time, the principals and academic director will work with teachers to create weekly plans that align with the Jusoor scope and sequence. The metric is a simple verification that all teachers attend the meeting and complete weekly plans.

The next stage is for principals to allocate time each week to **review lesson plans and meet with teachers** as needed. Jusoor should track this work by determining the average number of hours each week that principals dedicate to it, as it could inform future professional development or hiring decisions. By monitoring this use of principals' time year by year, Jusoor could get a sense of how well it is training teachers over the summer and throughout the year. It also lets them determine if principals are spending too much time on lesson plans and need additional support. There may be opportunities for veteran teachers to share some of the work or organize a training to address common challenges. Education scholars at universities in Lebanon may also be able to volunteer their time to review some plans or advise on teaching methods.

To do so, they will do a time study in November of the upcoming school year, during which the principals will log the number of hours each week spent working on lesson plans. The assumption is that gathering one month of data will be representative without being too burdensome on principals. After calculating the results, Jusoor could decide to do time studies in future months or simply once per year.

Looking Ahead

In the future, Jusoor may want to further consider more robust **teacher retention and professional development metrics** to evaluate teacher training, support, and retention. Teacher quality impacts students' learning beyond what the correct curriculum can provide, and quality tends to improve after each year of teaching for the first few years. Having seasoned teachers on staff could also help principals with weekly lesson plan review, observations, and feedback.

Currently, Jusoor provides formal training for one week in the summer and again in December, based on observations from the previous year. They also conduct ad-hoc workshops and ongoing observations. Notably, they encourage teachers to record themselves in class, self-reflect, and share. If needed, administrators could further encourage this practice with a raffle contest; each video shared equals a raffle ticket, with a prize to be drawn at the end of the year. New teachers would then benefit from a digital library of training videos.

Quantifying and measuring academic performance are well-practiced in education, both in student gains and curriculum review. Thus, Jusoor has been able to lay a foundation in monitoring its academic programming during its first few years. By contrast, assessing well-being and non-cognitive skills are less developed practices, but no less important for refugee children. Jusoor plans to lay a similar foundation for monitoring its well-being programming as it has done for academics.

Psychosocial Well-being Metrics

The next set of indicators pertain to non-cognitive factors, which humanitarian organizations often call “psychosocial well-being”.³¹ The INEE defines this term as the connection between one’s thoughts, feelings, and behavior to the external social environment. It includes managing feelings in difficult situations or filling social roles such as a student, parent, or teacher.³² In non-emergency academic settings, educators use the term “social-emotional learning” to describe programs that teach soft skills such as character development, conflict resolution, and building relationships. Evaluations of these programs reveal remarkable academic and social-emotional gains in non-conflict settings,³³ and work is underway to design and evaluate similar programs in emergency settings.³⁴

Refugees and those in emergency settings face many social challenges, such as family separation, relocation into a new community with different traditions, or facing poverty or discrimination. These problems can induce feelings such as anxiety, fear, or grief, which make it more difficult to cope or adapt in future situations, such as a classroom.³⁵ Younger students may directly experience trauma or have secondary trauma from the challenges of their families having to resettle and their prolonged exposure to loved ones with psychological disorders. Consequently, some students may be overly disruptive in class, violent on the playground, or quiet and withdrawn. Worse, others have developed more serious mental health conditions, such as posttraumatic stress disorder, depression, or somatic symptom disorder (anxiety-induced pain that can inhibit daily productivity). A study in a refugee camp in Turkey revealed that 45% of the surveyed children exhibited symptoms of posttraumatic stress disorder, 60% exhibited depression, and 65% psychosomatic symptoms.³⁶ Other studies cited in the report found similar levels among Palestinian and Bosnian children,³⁷ but by comparison only 5% of American children exhibit posttraumatic stress.³⁸

While schools on their own cannot address these more serious conditions, they can refer students to available clinics and directly help students with milder symptoms. The classroom provides a much-needed routine, teachers serve as role models, and direct instruction helps students develop social-emotional skills which, in turn, improve academic gains.³⁹

Jusoor delivers psychosocial support through multiple channels:

- Circle Time, daily
- Peace Education, twice weekly
- Identity Program, weekly
- Individual and group counseling sessions with students
- Training and ad-hoc support for teachers and parents

Circle Time starts each day and lasts for about ten minutes. During this time, teachers share news and listen to students discuss their feelings. They listen for any home or playground-related conflicts and talk through them or alert the school counselor. They also use that time to check for hygiene and weather-appropriate attire. In the future, they may add a weekly topic for discussion school-wide so that all students practice the same social-emotional skill throughout the school day.

Twice weekly after Circle Time comes Peace Education, which includes lessons on teamwork, diversity, anti-bullying, and child protection. Once each week, students engage in the Identity class, which covers Syrian history, geography, and culture.

The counseling program began in September 2016, with one counselor supporting all three campuses and 1,300 students. She spends most of her time meeting with students but also meets with teachers and parents for group training. These sessions have thus far covered empathy-building and how to develop positive relationships with students.

Having laid a foundation in psychosocial programming, Jusoor can monitor if students are developing key non-cognitive skills that promote well-being and improve academic performance. The model will track student outputs from meeting with the counselor and her training sessions with teachers and parents. It will also implement a well-being “report card” to record student growth in social-emotional skills and monitor the integration of social-emotional competencies into the school day. Because the counseling program and well-being trainings are new, much of the data necessary for monitoring will be collected for the first time during the next school year.

Student Non-Cognitive Skills Development

Evaluating for student growth related to psychosocial well-being rests on students’ development of social-emotional competencies, or specific skills to be learned. One well-known set comes from the Collaborative for Academic, Social, and Emotional Learning (CASEL), a research organization and pioneer for creating social-emotional learning competencies. Not only have they designed the competencies; they also evaluate SEL programs and support implementation efforts in U.S. school districts. The competencies are:

- **Self-management**, including emotional regulation, stress management, and goal-setting;
- **Self-awareness**, or recognition of emotions and feelings, understanding one’s strengths and weaknesses, and having a positive outlook;
- **Responsible decision-making**, or the ability to make choices grounded in integrity, safety, consideration of others, and a logical evaluation of consequences;
- **Relationship skills**, encompassing the ability to build and maintain healthy relationships with peers and adults, negotiate conflict, know when to seek help, and avoid peer pressure; and
- **Social awareness**, or ability to empathize with others from a diverse set of backgrounds and knowledge of surrounding supports from family and community members.⁴⁰

This framework is supported by theories of emotional intelligence, social development, and behavioral change, and it translates the findings into an approachable set of objectives.⁴¹ Educators and policymakers have also created grade-level rubrics and assessments to measure student and school-level achievement in these competencies.⁴²

The International Rescue Committee (IRC) has also created a set of competencies as part of its effort to integrate non-cognitive skills into emergency education and its *Safe Healing and Learning Spaces* initiative (SHLS). This effort creates safe environments where children ages 6-11

can learn, accustom themselves to a routine, and be surrounded by supportive adults and role models.⁴³ These competencies are:

- **Brain building**, or skills related to successfully learning in a classroom, such as following directions, maintaining a short-term memory, managing and organizing multiple tasks, and managing impulses;
- **Emotional regulation**, or understanding personal emotions and managing feelings (similar to self-awareness, above);
- **Positive social skills**, which include understanding the feelings and behaviors of others, the impact of one’s actions on others, and how to positively develop relationships and work in teams (similar to relationship skills and social awareness, above);
- **Conflict resolution**, including problem identification, avoiding bullying, effectively addressing conflict, and identifying win-win solutions; and
- **Perseverance**, or the set of skills that enable goal-setting, persistence through challenging situations, self-confidence, and reflection.⁴⁴

With either set of competencies, education organizations can monitor student growth in these areas through qualitative or rigorous assessments. For the upcoming school year, Jusoor will begin with tracking the number of students who receive counseling support each year and issuing them a qualitative well-being report card, using the competencies as a structure. The report card would allow teachers and the counselor to qualitatively follow the students’ development throughout the year. Depending on the results of the pilot, the schools may issue report cards to all students in the following year. These indicators are in Table 4.

Table 4. Student non-cognitive development indicators

Indicator	Target for SY 2017-2018
# of students who meet one-on-one with the counselor each year	--
Average # of meetings the counselor has with students each week	--
# of students who receive a well-being report card	All students seen by counselor who remain at end of school year

Tracking the **number of students who meet with the counselor one-on-one annually** and the **average number of meetings she has with students each week** will measure the outputs of the counseling service. They will also help Jusoor make future hiring and resource allocation decisions, as administrators will be able to see how many students whom a counselor can support each year. These metrics do not have targets because a high target could work against students’ needs. For example, ensuring that every student receives a counseling session could compromise necessary follow-up sessions for students who need additional help. Similarly, a high target for the number of weekly meetings could incentive shorter meetings or less time spent on teacher and parent training.

The next indicator identifies social-emotional growth and reports it to students and parents in a **well-being report card**. This report card could come in many forms. At one end of the spectrum, the card could be a synthesis of the counselor's notes that identifies if the student improved over the year, areas of growth for next year, and recommendations for the summer. At the other end, teachers and the counselor would assess students' development in each social-emotional competency at the beginning and end of the school year, using a rubric that defines mastery for each competency by age. A more realistic approach for next year would be to align feedback to a set of social-emotional competencies without assigning a grade. An example is in the Appendix.

Upon determining the layout of the report card, Jusoor will want to pilot the report card to a small group of students to ease the implementation demands and ensure its usefulness before scaling to all students. Because the report card will be new, administrators will need to finalize the design and train teachers on how to write one for each of their students. Piloting allows them to test their ideas and make improvements without impacting a wide audience. At the end of the process, Jusoor can gather feedback from the teachers and counselor and determine how to proceed during the following school year.

They also can use the testing process to work with the students who need the most help first by having the pilot group be all students who meet with the counselor next school year. Ideally, she would write an initial assessment during her first meeting and collaborate with the students' teacher to leave final comments at the end of the year. The goal will be to evaluate all students who receive counseling, although it will be difficult to do so. With Ramadan currently happening near the end of the school year, some students do not return after the holiday for the remaining few weeks. Therefore, the counselor will assess all students when she first meets with them but only write end-of-year report cards for the students who have remained in school at the end of the year.

Looking Ahead

In future years, Jusoor can build upon the well-being report card by, ideally, integrating social-emotional competencies and a rubric that defines mastery for each competency and grade or age group. While further research will be needed to create an appropriate rubric for the refugee context, there are publically available rubrics and report cards from U.S. school districts that could start the design process. They usually include a grading system, definition for how a student achieves each skill or competency at his or her respective grade level, and list of example behavioral descriptors that a teacher would observe in class.⁴⁵

As will be discussed in the next section, Jusoor can further support student non-cognitive development by ensuring its psychosocial programming addresses the specific skills or competencies that Jusoor should assess.

Cultivation of a Safe and Supportive Learning Environment

Like academics, assessing students' social-emotional gains does not fully monitor Jusoor's ability to prepare students for public school. The schools must also examine how their programs promote well-being and cultivate a safe learning environment, per the INEE's standard for

Protection and Well-being within its Access and Learning Environment Domain: “Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers, and other education personnel.”⁴⁶ The Curricula Standard, under the Teaching and Learning Domain, also applies.

While neither Lebanon nor the INEE have a curriculum scope and sequence for psychosocial well-being available, there are applicable insights from research on these programs elsewhere. A study of over two hundred social-emotional programs at several schools found some components of social-emotional education that improve well-being and academic learning, notably the “SAFE” structure. SAFE comprises of a *Sequenced* set of activities to develop skills over multiple years; *Active* learning methods and opportunities for students to practice; *Focused* instructional time in the school day for skill-building; and *Explicitly* articulating which SEL skills are being learned. In the report, social-emotional programming comprised of all four SAFE components produced greater gains in the acquisition of SEL skills, student attitudes on self and others, and social behavior, compared to programs that did not use all four components. SAFE programming also resulted in reductions in conduct problems and emotional distress, and improved academic performance. The analysis also observed gains in these areas when a school-based instructor taught the SEL class, suggesting that schools can train teachers to deliver the content without having to hire external consultants or specialists.⁴⁷

Jusoor’s programming complies with many of these components, and efforts are underway to address the remaining. Its Circle Time and Peace Education classes alongside counseling and teacher training create focused instructional time and opportunities for students to practice and receive guidance from teachers and the counselor. As weekly themes are integrated into Circle Time, the social-emotional learning will become more explicit, and teachers will be able to help all students work on the same skill during their classes and playground. Teachers could also incorporate the weekly theme into their lessons for other classes, and the counselor could spend additional time discussing the theme in her sessions.

The metrics in Table 5 will measure the progress of their current programming and activities they will develop during the next school year.

Table 5. Cultivation of a safe and supportive learning environment indicators

Indicator	Target for SY 2017-2018
SEL competencies identified, and sequenced set of lessons created? (y/n)	Yes
# of hours each week of social-emotional instruction that students receive	1
# of Jusoor employees in Lebanon who are Syrian refugees or displaced	--
\$ in total wages to employees who are refugees or displaced	--
% of teachers who attend a well-being training	100%
# of parents who attend a well-being workshop	--

The first indicator calls for **identifying a set of SEL competencies to integrate into programming and creating a sequence of activities and lessons** in which students develop these competencies. The CASEL and IRC sets of competencies have some overlap. Both include emotional awareness of the self and others, productive conflict resolution, and ability to build meaningful relationships. There are also tradeoffs between the two. CASEL's competencies have robust backing in evidence, but the evidence originates in non-conflict environments. The IRC, on the other hand, has fewer citations and implementation cases from other organizations, but it is advantageous by being designed with the emergency setting in-mind. It also provides an implementation toolkit that includes a training manual, example games, and a scope and sequence for schools to follow. Either option will be beneficial to students so long as Jusoor chooses one and does not spend resources creating a unique set of competencies.

Upon selecting a set of competencies, Jusoor can design a sequence of Circle Time themes and corresponding lessons or games, such that the themes build upon one another. The duration of Circle Time may seem too short to incorporate a full lesson, but some effective programs in the U.S. offer 10-20 minute lessons weekly or bi-weekly.⁴⁸ When selecting themes, the counselor will consider the Peace Education curriculum (to ensure that she does not duplicate content), broad patterns in student behavior, and sequencing materials from the IRC or schools that implement the CASEL competencies.⁴⁹ The counselor can finalize the sequence over the summer in advance of the annual teachers' planning meeting. She and the academic director may want to consider piloting the idea at one school next year to address any challenges or modify the school schedule before scaling the idea to all campuses.

The next indicator, the **number of weekly instructional hours**, counts the amount of focused instructional time that students receive. Programming that will be counted for the upcoming school year will include Circle Time and Peace Education, which currently account for one hour per week. One course that promotes psychosocial well-being that will not be counted is Identity. While it is a culturally relevant addition to the curriculum and therefore important to students' well-being, the class does not explicitly teach social-emotional skills. The target is to retain this one hour per week allocation, given the short school day for students.

Additional indicators monitor teachers' role in promoting well-being in learners and creating a safe learning environment. One asset from teachers is when they share a similar background to the students, hence the indicator for the **number of staff members who are refugees or displaced** (some people in a similar condition are not recognized as refugees, such as Palestinians who are not living in UNRWA's areas of operation). Having adult refugees on staff creates role models for the students, and the teachers are more able to connect with students and understand what they are experiencing. This data is quickly captured when hiring a new person. Like other indicators before, this metric does not have a target. Nearly all of Jusoor's employees are refugees, and further discussion on an appropriate range is required. There are valid arguments for having some employees from Lebanon so that students become familiar with the Lebanese culture and expectations. Those employees may also facilitate connections with public school administrators. Yet, hiring refugees is valuable for providing a nurturing environment to students and investing and connecting with the Syrian community.

The next indicator, the **total wages to employees who are refugees or displaced**, measures this investment into the local community. It is difficult for Syrians to find work in Lebanon due to the constraints on obtaining a work permit and establishing legal residency. By hiring refugee teachers, Jusoor invests in them and the students' surrounding community through teachers' salaries. The investment makes a return both in the hiring of a teacher and in building community support for Jusoor's students.

The final indicators measure the **attendance at parent and teacher trainings related to well-being and social-emotional learning**. Ideally, all teachers should receive trainings coordinated by the counselor so they can integrate social-emotional learning into lessons and use the language when mediating student group activities or conflicts. While training was not compulsory in the past, Jusoor plans to require 100% attendance next year. For parent trainings, the counselor should also track attendance to determine how many attend at least one workshop. Her goal is to reach as many parents as possible so that they become engaged in their child's learning.

Looking Ahead

Alongside teaching social-emotional skills, schools in emergency settings should ensure the physical safety of students and that the surrounding school environment is mentally safe and supportive. In the future, Jusoor may want to consider monitoring the safety of its facilities, how students arrive, and the culture of their schools. The INEE provides clear and measurable guidance for organizations in Lebanon when they implement the Protection and Well-being Standard and other standards within the Access and Learning Environment Domain, such as:

- There are no more than 30 students per class
- Schools host no more than one person per 1.25m²
- Seating, workspace, and supplies are available for all students
- Facilities are 2.5km from where teachers and students live and are a safe distance from military outposts
- One bathroom is provided for every 30 male students, and one provided for every 25 female students
- There are regular emergency drills, and fire extinguishers, first aid kits, and evacuation plans are available
- Schools have eliminated bullying, sexual harassment, crime, discrimination, and all forms of violence.⁵⁰

In the future, Jusoor could conduct a **facilities review** with the guidance, checking for sufficient entries and exits and adherence to engineering and health codes on ventilation, sanitation, and space. It may want to work with another education NGO in Lebanon or the INEE to create a comprehensive review guide, as other organizations in Lebanon would benefit there being a review framework.

The facilities review would measure physical safety, whereas a **school climate survey** could measure if schools are a mentally safe and supportive learning environment. In this survey, students answer questions regarding the frequency of feeling stress, trauma, or humiliation at school, the extent that they feel safe, and if they enjoy learning. Teachers could also answer

questions about students’ behavior, the existence of school pride, and school safety. The analysis would determine what aspects of the school day are perceived to be safe or unsafe and if there are differences based on sub-groups (girls and boys in this context). The World Health Organization has created a “Psycho-social Environment Profile”,⁵¹ which Jusoor could adopt. Administering this or a similar survey does not have to be costly or complicated, although it would require the time of volunteers and administrators. Before implementing, Jusoor would want to understand what it seeks to learn from a survey so that it incorporates all necessary questions.

Operational Metrics

Alongside the programmatic metrics, Jusoor will implement a measure that targets resource allocation. This metric, which education organizations commonly report, is the **average per-student spending**—the approximate investment into each student in order for him or her to be successful. Per-student spending monitors the ratio of the total school budget to the number of students served and controls any changes in the budget against changes in enrollment. Organizations use this indicator to track their marginal cost over time and compare this cost among campuses and with other education providers. The metric is in Table 6.

Table 6. Operational indicators

Indicator	Target for SY 2017-2018
\$ spent per-student	--

The calculation, presented in Equation 2, requires data from the most recent financial report, the estimated central management, fundraising, and support services, and school enrollment. To calculate the central management cost estimate, determine the percent of Jusoor’s total expenses that is allocated to educational programming, and apply that percent to the total expense on central services. To give an example, assume that the schools cost \$500,000 out of \$1 million of total programmatic expenses, or 50%. Suppose the total support services are \$100,000. To estimate the amount of support services for that school, calculate 50% of \$100,000, which is \$50,000.

$$\frac{\text{Education program spending} + \text{Central services to education}}{\text{\# of Students who have remained at least one full term}}$$

Equation 2. Average per-student spending

For the denominator, Jusoor will only count the number of students who remain with Jusoor for at least one full term. In the past, Jusoor has used end-of-year enrollment but would like to account for the students who drop out after one term and students who join in the winter and spring terms. Therefore, they will begin calculating this denominator using enrollment data at the end of fall term, adding additional students at the end of winter and spring terms. This change will cause the denominator to increase next year, which will decrease the total cost per student. After one to two years of using the same formula, Jusoor can set a target for this metric.

Looking Ahead

Per-student spending can increase or decrease for a variety of reasons beyond changes in the calculation formula, such as over- or under-enrollment, staffing changes, higher wages, or improvements in facilities. An increase or decrease, therefore, is not necessarily bad or good but more depends on the underlying cause. As Jusoor tracks this rate over time, it may find that the cost inevitably increases. Such has been the case for other non-profits, due to the labor-intensive nature of the work and that serving those most in need does not produce economies of scale.⁵² Jusoor may also find it useful to compare its per-student spending to that of other non-formal education organizations in Lebanon, UNHCR, or refugee schools elsewhere and create a target based on that benchmark.

Jusoor can also expand on this work by calculating per-student spending and cost drivers for each campus. It may find significant differences among all three, with Beirut being an urban school, Jeb Janine the largest school and in a rural area, and Jarahieh in an informal camp. For example, Jarahieh has no transportation costs because students living in the camp can walk to school. Such results could be informative to the emergencies field and to education NGOs serving refugees in Lebanon and worldwide.

Implementation

With the multiple school functions receiving metrics and limited planning time in the summer, Jusoor has created a timeline to enable implementation over the next year.

During the summer break, Jusoor will complete the initial activities that will enable ongoing data collection during the school year. It will begin by finalizing data collection tools, inputting historical data into the retention tracker, completing the well-being report card design, and identifying the set of competencies to implement and assess. It will also analyze student performance data, review course plans at the annual meeting, and communicate additional updates. After the first month of the new school year, the academic director will update the retention tracker with new student information.

By using the summer break to complete the initial activities, Jusoor staff will spend the following school year performing routine data collection for its indicators. Both timelines are below.

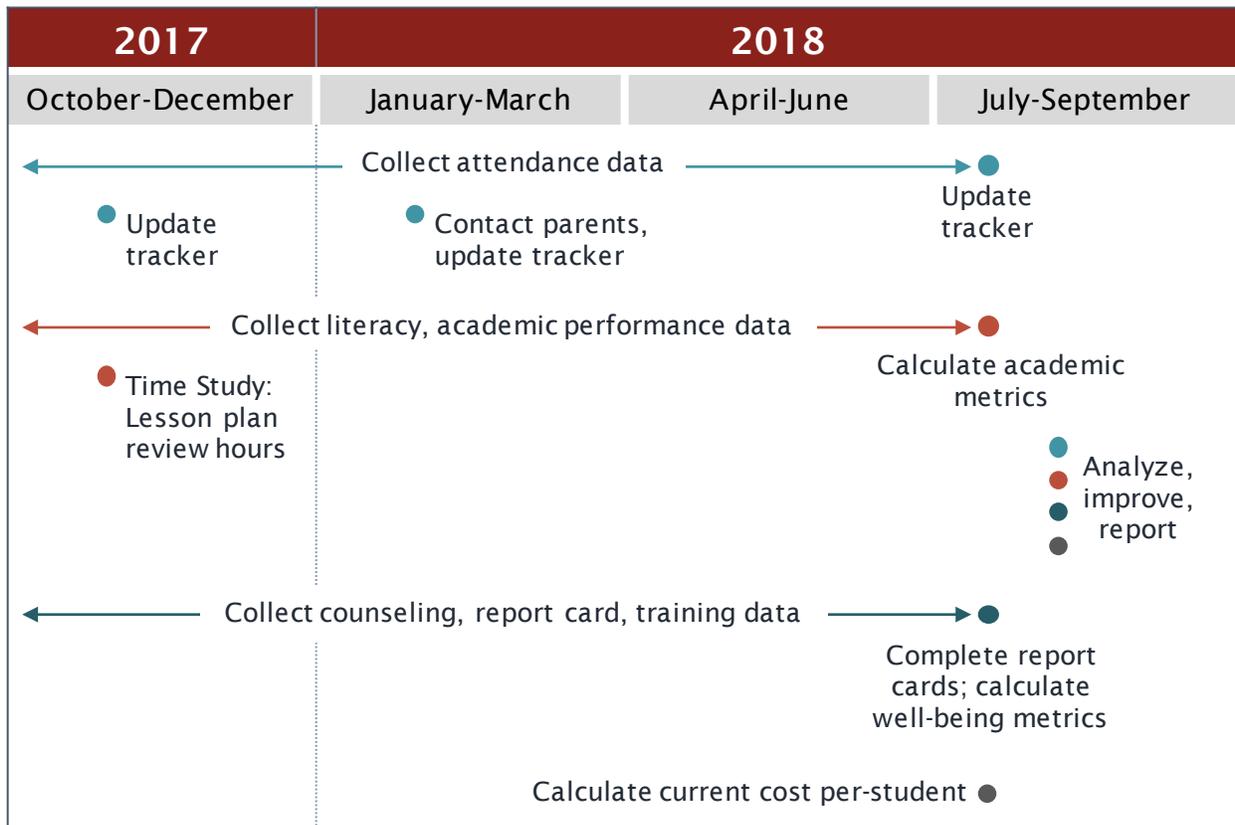
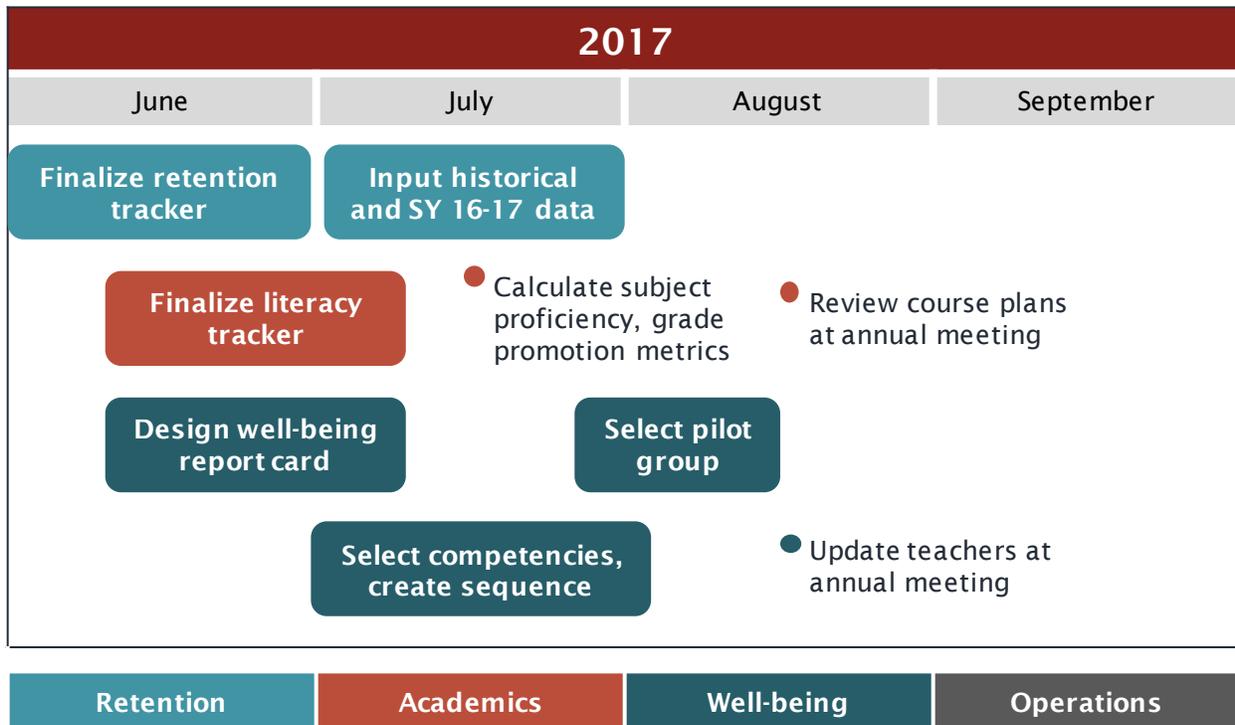


Figure 6. Implementation plans for summer 2017 and school year 2017-2018

Considerations for Other Organizations

This timeline, along with the selection of indicators and data collection methods, reflects a desire for the model to balance what is valuable to Jusoor but also feasible to implement. The model may be less rigorous than an impact evaluation, but it is faster in producing results. The findings are also more representative than what anecdotes alone provide.

The following broad findings may be useful to other organizations seeking to implement a monitoring and evaluation framework of their own:

Use the model to facilitate communications among all stakeholders. Most of Jusoor's educational staff work in Lebanon, but not all. Funders and members of its board of directors also live outside the country. By articulating a framework with the intended results and indicators that measure those results, all stakeholders of the organization can work towards the same goal. The theory of change can be particularly valuable for communicating the organization's story to a broader audience. The accompanying metrics make that story more concrete.

Design with the policy environment and characteristics of the people being served in mind. Education is a data-rich field, but few metrics and data collection tools will be valuable in every context. Primarily, refugee education differs significantly from providing education to children who have not been displaced. Refugee students have missed more school time, have experienced higher levels of trauma, and may move again. Many older students must forego school for work. They are also more likely to need more remedial help than their younger peers, who may have been born after resettlement and can regularly attend without periods of truancy. Many parents and teachers are also refugees but must still support students while working through barriers related to official residency and employment. The schools have constrained financial resources that preclude them from purchasing sophisticated tools, and staff members who work two school shifts have limited capacity to assume additional responsibilities. An evaluation model must produce data that is valuable for these students but not onerous to collect, store, and analyze.

Allow time to organize existing data when initially implementing the model. In the emergency context, robust data collection and organization is not the highest priority, particularly in the immediate aftermath. As a result, some historical data may not be available, or it could be time-consuming to gather. To mitigate the time expense, organizations should create a monitoring framework as soon as possible so that data from future years are organized as they arrive. Administrators should also allow ample time at the beginning of implementation to organize historical data before collecting and analyzing a new iteration. As can be seen on Jusoor's implementation timeline, the schools' initial activities are to organize existing data before creating templates or collecting additional data.

Go slow to go fast. Given the time and resource constraints among emergency education organizations, it is better to move slowly while testing new tools and ideas than to implement several indicators at once. Schools should use summer breaks to design new tools rather than trying to do so during the academic year. While this timing could delay reporting for a school year, it increases the likelihood of monitoring work being successful.

Appendix

Well-Being Report Card

This report card leaves space for qualitative feedback at the beginning and end of the year. Either a teacher or counselor can complete the card, depending on who best knows the student. The competencies used in this example are the IRC competencies, described in the Student Non-Cognitive Skills Development section.

Well-being Report Card		2017-8
Student Name	...	Grade
...		...
Beginning of Year		End of Year
Prepared by: <i>[teacher or counselor name]</i>		Prepared by: <i>[teacher or counselor name]</i>
Brain Building		
[Write comments here]		[Write comments here]
Emotional Regulation		
[Write comments here]		[Write comments here]
Positive Social Skills		
[Write comments here]		[Write comments here]
Conflict Resolution		
[Write comments here]		[Write comments here]
Perseverance		
[Write comments here]		[Write comments here]

Endnotes

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