

SCHOOL SUPPORT PROGRAM (SSP)

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FY15 - Quarterly Performance Monitoring Report

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Acronyms

SSP	School Support Project
AED	Assessment and Evaluation Department (MoEHE)
AOR	Agreement Officer's Representative (USAID)
COP	Chief of Party
DLT	District Leadership Teams
JFP	Joint Funding Partners
LDP	Leadership Diploma Program
LTD	Leadership and Teacher Development Project
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoEHE	Ministry of Education and Higher Education
NIET	National Institute for Educational Training
PC	Parent Councils
PCIP	Parent Council Incentive Program
RFP	Request for Proposal
RFQ	Request for Quotation
SIP	School Improvement Plan
SIT	School Improvement Team

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Executive Summary

This Quarterly Performance Report for the School Support Program (SSP) covers activities taking place over the period 1 October – 31 December 2015. SSP continues its support to 50 selected schools by offering a range of activities: enhancing school physical capacity by renovating and equipping labs; improving principals' leadership capacity; enabling teacher education; and engaging counselors, parents and teachers through a range of activities and support, all aimed at improving the quality of education in marginalized schools.

During this reporting period, SSP's school physical capacity-building component has made significant progress in improving the school learning environment through renovation and equipping of the selected schools. Renovation work was completed for 27 (cohort I) schools during December. Eighty-one (81) rooms were upgraded, including computer labs, science labs and libraries. Distribution of furniture and equipment for these schools commenced in mid-December and will be completed by mid-January. Inclement weather, school holidays and the vetting process for science cabinet vendors all worked to slow implementation. Bids for renovating and equipping the remaining SSP schools will be solicited in early January.

Improving the qualifications of teachers in the areas of science, math, English, Arabic and technology is an integral part of this program's aim for enhancing the quality of education in schools. Financially supported by the Joint Funding Partners (JFP), the initiation of training for selected under qualified teachers experienced delays due to a lag in receiving JFP funds. Training commenced on October 18 for the first cohort of 146 teachers.

On December 14, National Teacher Recognition Day, at an event organized at NIET, SSP distributed 97 new laptop computers to counselors and teachers in the Ramallah and Jerusalem suburbs for use as part of their ongoing training under SSP. The Deputy Assistant Minister for Planning, along with SSP's COP, greeted the audience and presented the participants with the computers for use in their training and classes. Subsequent events were held in other districts during which the remaining computers were distributed.

NIET held the first Leadership Diploma Program (LDP) face-to-face sessions for principals in April, and by the end of this reporting period, 7 of 10 LDP training modules had been completed for the Center group of non-LTD aligned schools and 9 modules had been conducted for the combined SSP-LTD schools. Principals are gaining valuable skills to help plan and engage with their schools more effectively. Activities include developing a mission statement, creating strategic plans, and conducting a needs assessment with their school improvement teams. These elements will be used to organize and submit school improvement plans that will then be reviewed by NIET and the District Leadership Teams (DLTs). Once the school improvement plans are approved, SSP will procure support for schools on their behalf. The Ministry has been slow to officially appoint DLTs, which may hold up the process.

Community engagement was further strengthened this quarter through outreach activities aimed at increasing parent involvement in schools and activities that involve them in school planning and decision making. Parent awareness sessions were conducted in all SSP schools and Parent Council (PC) elections were held to appoint new parent representatives to the schools. Further meetings were organized to help PCs develop plans that will be supported with funds through SSP's Parent Council Incentive Program (PCIP). As with school improvement plans, SSP will procure support on behalf of PCs.

Building school counselor training in September, the co- and extracurricular activities component was advanced through a workshop held on December 7 aimed at helping counselors develop annual plans. These plans have been reviewed and approved by SSP. Additionally, teachers received debate and drama training to help them establish clubs in their schools. Sports teachers were selected and received training to help organize sports competitions and activities with sports kits to be procured by SSP. Most of these co- and extracurricular activities will be implemented in schools in April 2015, and along with ongoing student visits to the Al-Quds math & science museums, are aimed at improving student engagement and fostering a love of learning.

Section I: Components Update

AI: School Physical Capacity Building

The School Physical Capacity Building component made significant headway in implementing planned activities during this reporting period. Achievements during this quarter include the following.

Laptops for Principals and Teachers

In close coordination with NIET and based on initial figures received from schools regarding the number of principals and under qualified teachers who would take part in NIET training in April 2014, SSP received 264 laptop computers. Fifty (50) laptops were distributed to schools for use by principals taking part in the Leadership Diploma Program (LDP) held in September 2014. An additional 146 laptops were distributed to teachers following consultations with NIET regarding the number enrolled in the first cohort of the in-service teacher training.



Teachers in Hebron receiving their laptops

Recommendations for distributing the remaining 68 laptops were approved by USAID as follows.

- SSP is engaged in working with counselors to support implementation of career counseling and psychosocial support for students. Forty-four (44) schools have counselors (or teachers assigned as counselors) who will take part in SSP-supported training and then carry out programs at their schools. SSP recommended and received approval to provide 44 of the remaining 68 computers to schools for use by these counselors.
- SSP determined that there are several schools that have fewer than five under qualified teachers attending training and that would therefore not require the 5 laptop computers originally anticipated for distribution to their school. Use of mobile computing in teaching is an area SSP evaluates. To assure sufficient numbers of wireless enabled computers in the school exist a recommendation was made by SSP to allocate 14 computers to 7 of the 25 schools participating in the first cohort of NIET-run in-service teacher training was approved and the computers were distributed. Laptops issued to schools may be shared with other teachers in the school to enhance learning and teaching.
- A total of ten laptops will be distributed to three district training centers that SSP is currently upgrading for use by NIET in conducting leadership training.

Table I, which follows, illustrates the laptop distribution by district.

Table I: Distribution of Laptops by District

Area	Number of Schools	Number of Principals	Number of Teachers	Number of Counselors	Additional Laptops
Ramallah	5	5	24	4	4
Jerusalem Suburbs	7	7	54	7	
Jerusalem	1	1	5	1	
Salfeet	3	3	19	3	9
Qalqilya	3	3	7	3	
Hebron	14	14	20	10	1
Bethlehem	3	3	17	3	
Jenin	4	4	-	4	-
Nablus	5	5	-	4	-
Qabatya	3	3	-	3	-
Tulkarem	2	2	-	2	-
Totals	50	50	146	44	14

Additionally, ten laptops will be distributed to three district training centers that SSP is currently helping upgrade for use by NIET in conducting leadership training.

Networking of Schools—Internet Service

SSP contracted a local company to network all 50 participating schools. This work was completed in September 2014. The MoEHE reached an agreement with Paltel Group to provide free Internet service to 1,000 Ministry schools for 15 months starting in October 2014, including SSP schools. It was later determined that five of the fifty SSP schools (listed in table 2 below) are out of Paltel's service coverage area. To assure that these five schools fully benefit from the computer resources introduced by SSP, a decision was made to locate an alternative Internet service provider for these five schools based on the recommendation received by MoEHE. An RFQ was published in November 2014, the evaluation process was completed, and a contract was awarded for the provision of Internet service on a year-by-year basis. The agreement was signed in December 2014 and schools will be connected in January 2015.

Table 2: Schools not covered by Paltel

National ID	School Name	Location	Phone number	Available Speed - Max speed	BSA current speed
18112146	Al Midya Basic Mixed	Ramallah District	02-2482596	1 Mbps	no
25112024	Kuwayzibia Basic Boys	North Hebron	02-2526850	4 Mbps	no
27112247	Khallet Salih Basic	South Hebron	02-2274378	No	no
28112024	Raba Secondary Boys	Qabatya District	04-2510588	1 Mbps	no
27112184	Samou Basic Boys School	South Hebron	02-2268408	2 Mbps	no

Engineering Contract

Due to funding uncertainties the program faced starting in April 2014, it became necessary for the program managers, MoEHE and USAID to rethink their strategy of renovating all 50 schools at one time. The decision reached was to organize SSP school upgrades in two stages. The first stage included renovating and equipping schools that contain sufficient space for all three rooms the program would upgrade: science lab, computer lab and library. Twenty-seven (27) schools were identified and approved for Stage 1. After completing this first stage of upgrades and if there were sufficient funds available, SSP would conduct a new round of tendering for the remaining schools that have more limited space and can accommodate only one or two of upgraded facilities.

An amendment was signed extending the period of engagement with the approved engineering firm from December 31, 2014 to March 31, 2015 to allow for follow up on the renovation work underway for 27 schools and to resubmit the design and tender document for the remaining 23 schools. The assigned work for the engineering firm included the design and preparation of tender documents, managing the tender and supervising the implementation of limited renovations for up to 50 schools in the West Bank and East Jerusalem. Table 3, which follows, lists the schools approved for Stage 1 and Stage 2 renovations/reconfiguring.

Table 3: Renovation and Equipping Stage 1 and Stage 2 Schools

Stage 1 Schools		Stage 2 Schools	
1	Anata Secondary Girls School	1	Al Tahrir Basic Boys
2	Bir Nabala Secondary Girls School	2	Ash Shawawra Secondary Boys
3	Beit Anan Secondary Boys School	3	Al Nizamiyeh Primary School Shufat
4	Beit Surik Secondary Boys School	4	Al Ram Secondary Girls
5	Rantis Secondary Boys School	5	Hizma Secondary Boys
6	Burqa Secondary Girls School	6	Abu Dis Secondary Boys School
7	Al Farouq Higher Basic (Beit Liqya) School	7	Sadeeq Basic Boys
8	Jalbun Secondary Boys School	8	Isla Basic Mixed
9	Kufr Ra'l New Basic Boys School	9	Abu Obayda Basic Girls
10	Al Judeida Secondary Girls School	10	Al Midya Basic Mixed
11	Raba Secondary Boys School	11	Bruqin Secondary Mixed
12	Marah Rabah Secondary Girls School	12	Nasiba Al Mazaniya Basic Girls
13	Nassar Al 'Asafra Secondary Girls School	13	Al Mughayyir Secondary Girls
14	Beit Ummar Basic Boys School	14	Kufr Dan Secondary Boys
15	Amr Bin Al 'As Basic Boys School	15	Bizzariya Secondary Boys
16	Raq'a Secondary Boys School	16	Akram Halloum Secondary Girls
17	Yatta basic Boys School	17	Majdal Bani Fadil Secondary Mixed
18	Samou Basic Boys School	18	Jamma'in Basic Boys
19	Al Awda Basic Boys School	19	Sayyida Zeinab Basic Girls
20	Hafsa Basic Girls School	20	Beit Ummar Basic Girls
21	Khallet Salih Basic School	21	Kuwayzibia Basic Boys
22	Jamma'in Secondary Girls School	22	Hawa' Secondary Girls
23	Qaffin Higher Basic Boys School	23	Nethamiyeh Basic Girls
24	Illar Higher Basic Boys School		
25	Muscat Secondary Boys School		
26	Qarawat Bani Hassan Secondary Boys School		
27	Qarawat Bani Hassan Secondary Girls School		

Stage I School Labs and Library Renovations

School renovation is one of the major activities under the school capacity building component. The main goal of this activity is to improve the learning and teaching environment at schools through the renovation of the existing computer and science labs and libraries or reconfiguring and using the current space to establish labs and libraries currently absent, taking into account accessibility and school layout.



Part of the renovation work that took place in SSP schools

Based on designs approved by the engineering firm, SSP published three tenders in August 2014 for renovations of labs in the 27 schools identified for Stage I as well as provision of furniture and IT equipment. Suppliers and contractors were selected in September 2014. In October and November, the 27 school labs and libraries were fully renovated. Equipping and furnishing of these facilities began in December 2014 and will be completed in January 2015. Schools will highly benefit from this major activity as students and teachers will have access to these facilities during the second school semester.

Providing SSP Stage I Schools with IT Equipment and Furniture

SSP published two tenders for furnishing and equipping labs and libraries in 27 schools in August 2014. Both tenders were evaluated and vendors selected by September 2014. The vetting process for the selected vendors took place during October 2014. In November 2014, all contracts were signed by the vendors with delivery required by the end of December 2014. Delivery of some items were extended to January. The annexed table (Annex I) identifies items procured for each school.



Furniture delivered to a school library

Science Lab Cabinets

SSP published a tender to provide science lab cabinets for 36 SSP schools, with each school to receive 3 cabinets. The RFQ was published in November 2014 and the evaluation process was completed. The contract will be signed with the vendor in January 2015 with delivery to be completed by the end of January 2015.

Stage 2 School Labs and Library Renovations and Equipping

For the remaining 23 schools, approved for Stage 2, SSP moved forward with the procurement process starting in November 2014. Due to MoEHE delays in reviewing the school designs the procurement process delayed awaiting approval from MoEHE which came in December. As a result, SSP will advertise the tender in January 2015 and enter agreements with firms by mid-February with implementation to be completed by end of March 2015.

The MoEHE requested that SSP revisit to some of the Stage 2 schools to revise and resubmit designs. SSP received approval for the final designs from the building department in December 2014. The building department's recommendations were as follows.

- Proceed with renovation work in 20 of the 23 schools, as two of the SSP schools—Kuwayzibia Basic Boys in North Hebron and Al Tahrir Basic Boys in Bethlehem—have insufficient space to warrant upgrading in accordance with the standard size rooms approved by MoEHE. Accordingly, a tender will be advertised in January 2015 and renovation work will begin in February to be completed in March.
- Equip and furnish 23 Stage 2 schools by the end of March 2015.
- Renovate and equip Al Nethameyah School in East Jerusalem during the summer of 2015. This recommendation was made for two reasons. First, the unique nature of the school building does not allow any work during the academic year. The school is rented by the MoEHE and is a converted residential structure. Second, the school was initially unable to offer a classroom for use as a computer lab because the one room that is large enough was occupied by the tenth grade class. The Jerusalem District office has now decided to transfer the 10th grade class to another school starting in the 2015/2016 academic year. A meeting was conducted with the MoEHE building department and an agreement was reached to work on the design for the space offered by this school as a special case and provide recommendations to the Deputy Assistant Minister for Planning. Additionally, a letter from the building owner was obtained confirming that he has renewed the school lease until 2020 and has no intention of breaking the contract. The owner is aware of the renovations that will be taking place.

Upgrading District Training Centers

SSP is engaged in the renovation of three district training centers used to conduct principal and teacher face-to face training and learning circles. We have been authorized to use \$40,000 to upgrade these centers.

In October 2014, SSP's compliance team assessed the three identified training centers in terms of renovation and equipping work needed to ensure the suitability of these training centers for the planned trainings. This was done in close coordination with the district engineers for each location. However, the requests received from the district offices required funding beyond that available, requiring a revision to the purchase request.



Renovation taking place in Qalqilya

After receiving revised needs assessments for each center in November 2014, proposals for the needed work were solicited. The renovation and furnishing work was completed in December 2014. IT equipment including LCD projectors and laptop computers will be installed in all three centers in January 2015. The operations and compliance manager has requested that we provide ten (10) laptop computers to the training centers. Four (4) laptops will go to the center in Hebron and three laptops will go to each of the other two centers.

Providing SSP Schools with Library Books

An assessment process was conducted in December for all 50 schools to identify what books are needed from the Ministry's approved book list. The final list was submitted to USAID for the required clearance, and approval was received in December 2014. SSP prepared tender documents and the RFQ will be published in early January 2015.

Providing SSP Schools with Sport Kits and Equipment

In close coordination with SSP partner Save the Children and the relevant departments at MoEHE, a needs assessment was conducted for all 50 schools to identify school sporting equipment needs based on the list of equipment provided by MoEHE. Tender documents were prepared in December and an RFQ will be published in January 2015.

A4 Paper

The SSP procurement and compliance team published a tender to provide 50 SSP schools with A4 paper as in-kind support. The RFQ was published in November 2014. The evaluation process was completed and a contract was signed with the vendor in January 2015 following a delay in obtaining vetting approval. Delivery is to be completed by the end of January 2015.

Upgrading Al Quds University Science Museum

SSP received a request from USAID to help finalize work on the Al Quds science museum. The physical space in the science museum was upgraded under a previous USAID-funded program. However the more complicated work of creating and installing the actual exhibits has yet to be completed. SSP received an additional \$37,107 to support the completion of this work, which requires a manufacturing company capable of building uniquely designed pieces to specification. An Al Quds University team of experts worked to finalize the exhibit designs, and the relevant RFQ was published in December 2014.



New premises Science Discovery Center In Al Quds University

School Improvement Plans (SIP)

To support schools' ability to prioritize and implement plans to enhance the quality of education, SSP has budgeted funds to allow schools to carry out improvement plans. These plans are developed by the School Improvement Team (SIT) subcommittees at each school and are reviewed and approved by the District Leadership Teams (DLTs) and/or NIET. An SIT procurement subcommittee (headed by the school principal) was established in each SSP school in September 2014. The SIT procurement subcommittee identifies critical school needs and supports the SSP team in the procurement of up to \$15,000 annually over the coming three years.

The first three modules of the Leadership Diploma Program (LDP) equipped school principals with the knowledge and skill required to lead their SITs to carry out an annual needs assessment and then develop the SIPs between September and December 2014. These plans will be reviewed and approved by early January 2015 by the District Leadership Teams (DLTs) and SSP's procurement department will review plans to assure SSP is capable of procuring the support on behalf of the schools and carry out procurements.

The Leadership and Teacher Development (LTD) Program has facilitated the establishment of DLTs in various district offices, and SSP and LTD training activities are being jointly

implemented in 10 locations (10 district offices). In locations that do not have DLTs, NIET trainers and the SSP Contracts and Compliance Manager will review the SIPs and NIET will approve. The process of forming DLTs has been delayed by the Ministry, which is impacting the program's ability to receive approved SIPs and organize necessary procurements. By the end of the reporting period it was agreed with NIET to bring the principals together in January to finalize plans. NIET will share the results with DLTs for their input and will provide SSP with the requested support that SSP will procure.

Major Activities Planned for the Next Quarter

- Continue support for the 50 schools including provision of sport kits, library books, music equipment, and sound systems
- Renovation and equipping (IT equipment and furniture) for 22 Stage 2 schools
- Design and tender preparation for renovation and equipping Al Nithameyah School Upgrade Al Quds University science museum
- Support implementation of 50 school improvement plans

A2: Professional Development

Leadership Diploma Program

LDP training during the summer months had proven to be difficult due to the national exam (Tawajhi) and the holy month of Ramadan. Thus, LDP paused its training activities during this period and resumed with the beginning of the school year in September. Between October–December 2014, the joint principal training in Qalqilya, Bethlehem, Salfeet, Ramallah and the Jerusalem suburbs completed a total of four face-to-face sessions and 8 learning circles. Within the SSP-only cluster, ten districts completed five face-to-face sessions and six learning circles. The newly

formed directorate of Yatta has increased the number of directorates with which SSP is working to fifteen. A focal point has been designated by the Ministry and no impact on the program is expected as the total number of school remains unchanged.



LDP training in the National Institution for Educational Training NIET

Teacher In-Service Training

Teacher in-service training began this quarter. The program is funded by the Joint Funding Partners (JFPs) in coordination with SSP through NIET. SSP teachers are gaining expertise through this training, supporting the holistic approach for bringing positive change to schools. SSP provided participating schools with laptops so that all professional staff would have access to devices needed to improve teaching and teaching techniques. One hundred and sixty (160) computers were distributed to Cohort I SSP schools participating in the teacher in-service training. The number of teachers participating determined how many laptops were distributed to each school. SSP program officers will visit at least one learning circle for each directorate where Cohort-one training is taking place to observe and report on teacher training.



LDP training in Qalqilya training center

Study Tours

Discussion of study tours and their possible themes was temporarily placed on hold by MoEHE. The Ministry preferred that SSP prioritize other activities in the participating schools. Study tours and their target group will be revisited in the second semester of AY2014-2015, when the planning stage will begin.

Annual Conference

Topics, format, and the timeline for the annual conference has been put to NIET for discussion next quarter, which will also involve USAID and MoEHE.

TraiNet

This quarter, SSP continued entering data on training activities into TraiNet. All leadership training sessions conducted under SSP have been entered into TraiNet.

Major Activities Planned for the Next Quarter

- Continue LDP training for principals
- Follow up on principals' capstone projects
- Continue teacher in-service professional development training
- Finalize SIPs
- Begin implementation of SIPs
- Begin planning for annual conference
- Begin planning study tours

B: Community Engagement

Parent Council Awareness Sessions

During this quarter, SSP worked with school principals to organize Parent Council (PC) elections for AY2014–2015 as well as awareness sessions on "Building your Children's Self Confidence" for all 50 SSP schools. Three (3) trainers were contracted (one for each geographical area) to prepare and conduct the awareness sessions. Topics were selected based on an assessment carried out with PCs during AY 2013–1014. The sessions were carried out between September 17 and December 4 for all schools. The turnout exceeded the expectations of the principals, who underscored the apparent success of the sessions based on previous experiences. Many parents requested that more awareness sessions to take place during the academic school year.



Awareness session targeting parents in Nusayba Al Mazinya Basic Girls School, Jenin district

A mother from Al-Ram Secondary Girls School in the center of the West Bank said, "The session was great and I learned new skills on how to deal with my daughter and support her. Please arrange additional awareness sessions for us as we lack the knowledge about different topics especially dealing with our children."

"I thought that I am dealing with my kids properly, but after this awareness session I will change my communicating style with my kids," commented a father from Ilar Secondary Boys School in the North.

A parent from Beit Ummar Girls School in the South said, "I came to the session even though I have two toddlers waiting for me at home, but the information I got is priceless and I would leave my kids again and again for sessions like these!"

Parent Council Elections

SSP sent out flyers to all parents from the SSP schools encouraging them to attend the awareness sessions and participate in the PC elections. Parent attendance at awareness sessions exceeded the principal's expectations as many feared low parent turn out. SSP's intervention highlighted to school staff the need to be innovative in reaching out to parents; there is a real hunger by many parents to be part of their children's education and play a role in their child's success. The elections were carried out directly after the awareness sessions. SSP played an important part in encouraging parents to commit and nominate themselves for the PC. Elections were carried out as outlined in the *Parent Council Guidelines* created by the Model School Network (MSN), a project previously funded by USAID. SSP elections this year had a never before turn out with 30% of schools actually having enough nominations for elections to take place. All SSP schools have teacher representation on the PC to support the relationships between parents and school staff. In most schools, PCs were previously formed by principals selecting members themselves or comprised of the very few parents who showed up when called for elections. A few teachers, in some occasions, had been added to the PC when the minimum number of parents required had not been reached.



Parent council elections in Akram Halloum Secondary Girls School in South Nablus

Field Trip Parent Chaperones

SSP's CE team worked closely with the Co- and Extra-curricular Activities team to support school field trips with parents serving as chaperones. School trips for AY2014-2015 started in December and parents have supported the school staff in supervising the students on these trips. The first school to go on these trips was a girls' school and a father participated as a chaperone, where the norm has been only female parents attend girls' school trips and vice versa.

Parent Council Work Plans

SSP staff worked with each newly formed PC to put together PC work plans for incentive funds allocated for each of the 50 SSP schools. Several meetings were held with PC separately to refine their work plans. PCs were encouraged to include activities in which the ultimate goal is to increase and improve the relationship between the school and the community.



An elected Parent council working on its new plan for the new year

Major Activities Planned for Next Quarter

- Encourage PCs of SSP schools to support school field trips and other activities suitable for parent involvement organized as the Co- and Extra Curricular activities team.
- Finalize PC work plans for 50 SSP schools.
- Begin implementation of PC work plans.

C: Students Co- and Extracurricular Activities

Debate and Drama Clubs

A meeting with the MoEHE Students Affairs Unit was held during October, and an agreement was reached to conduct the following:

- For debate clubs: the MoEHE nominated 3 MoEHE staff to train SSP school teachers on debate. Those trainers were trained by other NGOs to act as the master trainers of debate at the Ministry. This will be considered as a cost share from the Ministry. Debate trainings were planned to take place in the second week of December



Drama training for teachers in the SSP schools in the center of the WB

for schools that include grades 8-10. Schools nominated 2 teachers to be trained by SSP and lead the debate clubs and the trainings were to be held in 3 geographical areas in parallel. Twenty nine schools will participate in this club (Schools that have grades 9-10)

- For drama clubs: it was agreed to nominate one teacher per school to be trained on basic drama skills and on how to lead drama clubs at schools. All 50 schools will participate in the drama club . Trainings were to be conducted through 30th of December and split into 3 trainings, one in each geographical area.

The trainings took place according to the above agreement. The debate training was held in Nablus, Ramallah and Hebron for 3 days each and fifty-five (55) teachers participated. Teachers were trained on debate skills and were given the tools needed to start debate clubs at their schools.

Drama training was also held in the three geographical locations for 3 days. Fifty-four (54) teachers from the targeted 50 schools participated and will establish drama clubs in their schools. Four (4) schools asked to train 2 teachers each on drama and obtained approval.

Table 4: Debate and Drama Trainings

	Location	Dates	Number of Trainees
Debate Training	Nablus	7 -9 Dec. 2014	20
	Ramallah	15-16 Dec.2014	19
	Hebron	7-9 Dec. 2014	16
Drama Training	Nablus	22-24 Dec. 2014	20
	Ramallah	29 -31 Dec. 2014	15
	Hebron	15- 17 Dec. 2014	19

Museums Visits

Two school trips were conducted to Al Quds Math and Science Museums. One hundred (100) students, 6 teachers and 6 parents participated in these educational trips.

Sports Activities

Sports teachers at schools selected teams and started trainings in preparation for the competitions that will take place at the end of the academic year. Also sports kits needs that were obtained from schools were reviewed by SSP and tender published to purchase and distribute the kits for the 50 schools.

Career Counseling Development Program (CCDP)

CCDP curriculum training starting on the 28th of September, conducted for five days in Jenin, Ramallah and Hebron in parallel. The training was conducted by MoEHE master trainers that Save the Children previously trained under a Technical Vocational Education and Training (TVET) program funded by USAID. Forty-four (44) counselors attended the training, split between 21 females and 23 males. They were trained on using the curricula of CCDP for grades 8-10. CCDP kits were distributed to the 50 targeted schools. Kits included all the stationary needed for counselors to conduct CCDP sessions with students, along with logos and puzzles that will be used in certain activities. Counselors trained have started conducting CCDP career counseling sessions weekly with grades 8-10.



Drama training for SSP teachers in Hebron

On 7 December, a counselor's workshop was conducted to work with the counselors on a unified planning system to help SSP in logistically supporting their activities, Counselors developed their plans by the end of December and shared them with the SSP team. Plans were revised and approved.

Major Activities Planned for Next Quarter

Sports Clubs: School teams will continue their training sessions and prepare for the tournaments that will take place in April, utilizing the equipment and sports gear delivered by SSP.

Drama Clubs: Drama club weekly trainings will be held. SSP will offer ongoing support to the clubs by purchasing costumes, stage decorations, play transcript editing and technical feedback for students. Clubs will perform during school open days in April and May.

Debate Program: Schools will receive the themes that they will debate in January, and training will start with the beginning of the second semester. Competitions on the directorate level will be held in March and a national competition will be held in April.

CCDP: Counselors will continue conducting career counseling with students in the 8th, 9th and 10th grades utilizing the kits and books distributed by SSP. Counselors, with support from SSP, will also implement a set of CCDP activities including livelihood mapping, field visits, and seminars and workshops engaging the private sector.

Section 2: Monitoring & Evaluation (M&E)

SSP Performance Management Plan and PIRS

A revised PMP for the project was submitted to USAID on December 30, 2014, to reflect changes suggested for FY15. The revised PMP included baseline values and targets for most indicators. For activities that have not started yet, primarily those related to extracurricular activities, baseline values will be collected in February 2015. USAID provided feedback on the revised PMP and a follow-up meeting with USAID in January will help finalize the document for FY15.

External Baseline Evaluation

In order to be able to validate performance and impact at the targeted schools, SSP has contracted Arab World for Research and Development (AWRAD) to conduct an external evaluation of key areas that SSP is planning to influence through its activities over the next two and a half years. The external evaluation serves to answer the following questions:

How, why and to what extent has a holistic approach to educational development improved the quality of education in SSP schools?

To what change did SSP directly or indirectly contribute that made a difference?

What lessons can be identified for future programming as a result of program interventions?

The assessment addresses the major areas of project interventions:

- A: School physical capacity building and professional development
- B: Parent councils and community engagement
- C: Co- and extracurricular activities

In this quarter, the external evaluator, AWRAD, implemented multiple activities to collect their baseline data. The activities included holding 12 focus group discussions with main stakeholders; principals; community organizations (civil society organizations/village councils, private entities); counselors; teachers; students; and parents. Participants were recruited from 15 sampled locations (schools). The purpose of these focus groups was to collect qualitative and in-depth data on the status of the educational process in the localities sampled. In addition to this, AWRAD has collected more quantitative data, through the tools they designed to generate information related to SSP's PMP indicators. To this end, AWRAD conducted 491 interviews with teachers and counselors in all targeted 50 schools. Additionally, AWRAD conducted interviews with 50 principals and 50 other school staff at the 50 targeted schools. As for the comparison schools, AWRAD conducted 15 interviews with school principals and 15 with other school staff. The sample size of surveyed students was 1,326: 892 students at the targeted schools and 434 at the comparison schools.

AWRAD submitted the baseline assessment report in December 2014, with the findings from both SSP targeted schools and the comparison group schools. The SSP M&E team and component managers reviewed the draft report and provided feedback to AWRAD during a meeting held on December 15, 2014. A final version of the baseline report is expected to be submitted in January 2015 and will be shared with USAID once finalized.

Student Achievement Testing

As part of SSP's monitoring and evaluation plan, the project intends to evaluate the impact of its activities on student achievement. Specifically, the study aims to determine the extent to which changes in students' scores on standardized achievement tests in four core subjects in classes taught by SSP teachers can be attributed to the SSP activities. The study hypothesizes that scores of students in SSP schools will improve compared to those from non-SSP schools in the comparison group.

As agreed with our partners in the Assessment and Evaluation Department (AED) at the Ministry of Education and Higher Education (MoEHE), the baseline Student Achievement Testing for students in the SSP and Comparison Group Schools took place on September 27 and 28, 2014.

A total of 5,510 students from grades 6-10 were tested in Math, English, Arabic, and Science as per table 5 below.

Table 5: Number of Students Tested by Grade and Subject

Grade	Subject	Assessment Tool	Number of Students Tested (2014)
6	Math	UNRWA exam	1344
7	English	Tool designed by AED/MoE for testing reading, writing, and listening only	1619
8	Arabic	UNRWA exam	1575
10	Science	National exam	972
	Total		5510

The tools used for the assessment were already used at the MoEHE except for the English language assessment test, which was developed by AED under the LTD project. LTD supported the development of the English test using expertise at the MoEHE, UNRWA, and local universities. AMIDEAST's experience in the Model Schools Network (MSN) Program identified the need for such an English test at the national level and AED agreed with this need and welcomed the opportunity to develop one.

In October 2014, SSP contracted a group of selected test-scorers on behalf of AED to score the tests, and submitted the results for each subject area in November. The results were very similar between the SSP selected schools and comparison group schools. The similarity of baseline testing results is logical, since the testing took place prior to any interventions with the schools that might affect students' achievement. The comparable results also stem from the similar educational environment of both the targeted and the comparison schools as the selection of the 15 comparison schools was based on the same criteria for selecting targeted schools.

Assessment and Evaluation Department (MoEHE)
Baseline Testing Score Results
 (Grade out of 100 points)

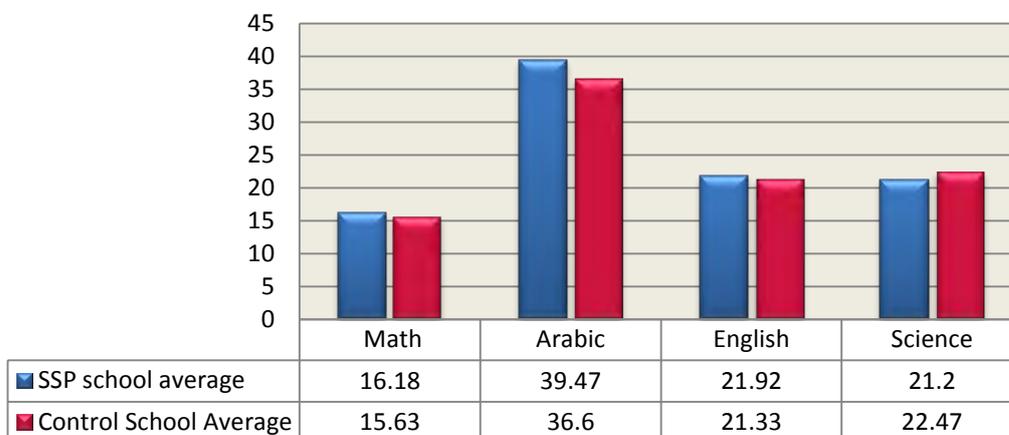


Figure 1: Baseline Student Testing Scores

Testing will be repeated in April 2015 and again in April 2016 to compare the performance of SSP targeted school students and those of the comparison school.

Geo-MIS

Following instruction from the M&E manager, and after consulting with the AOR; the M&E team has restructured the activities section on the Geo-MIS in order to organize and better track SSP's activities.

The M&E team, continued to update the Geo-MIS system on monthly basis for progress on ongoing activities. All PMP indicators and targets will be updated after the PMP revised for FY15 is approved.

Field Visit Observation and Tracking

During this quarter, M&E staff continued to conduct observation visits for the counselors Career Counseling Development Program (CCDP) training, Parent Councils planning workshops and delivery of the educational rooms renovated. The visits were regular monitoring field visits that aimed at tracking the activities' implementation through the tools designed for observations and for making recommendations for the implementation team to improve these specific activities and to ensure that activities are properly documented.

Baseline Assessment / Data Collection

The M&E team has successfully collected all data needed for the internal baseline. A survey package was prepared, and distributed to the SSP and comparison group schools through the education district offices. The package included the school profile form, community engagement survey, school physical capacity survey for teachers and students and the extracurricular clubs form. The data collection process went smoothly and the principals

returned the surveys from their schools on time. All data was collected by October 15th, 2014. A total of 19,165 questionnaires were received. Two data entry interns were hired on November 4th, 2015, to complete the data entry. The results and the findings of the surveys were incorporated in the PMP revision for FY15 and the related PIRS.

Also, the M&E unit has collected data from 15 selected schools and 15 comparison group schools regarding students' classroom engagement. Data will be entered and analyzed during the upcoming quarter.

SIT Focus Groups

On November 17th, 2014, SSP and LTD M&E teams conducted a focus group to discuss the effectiveness of the School Improvement Teams (SITs). Participants were brought from 8 different schools and were divided into 3 groups; Principals, Teachers and Parents. The aim of this focus group was to generate qualitative data about the process by which School Improvement Plans (SIPs) were developed and to assess to what extent the group worked as a team. Participants were also asked about the challenges and successes they encountered during the process. The findings of the focus groups were presented in a joint meeting with LTD on December 14, 2014.

The analysis of focus groups revealed that teachers acknowledged being consulted for their feedback on the plan, but that this usually happened after the plan had already been drafted by the principal. Similarly, parents commented that the principal was the main decision maker. They described their role during the planning phase as minimal and with little direct input in the drafting of the SIP document itself. They did, however, expect to have a bigger role during the implementation phase.

Principals spoke about the importance of mutual trust, respect for differing opinions and the need to engage all team members in the process. These beliefs were echoed by teachers, who noted that in general they felt enabled to speak their minds and that the principal was receptive to their points of view and encouraged feedback from all during the SIP process.

Principals observed improvement in communication and trust between themselves and teachers, and better communication and networking between the school and parents and with the local community more broadly. Teachers concurred, saying that the collective nature of the planning process brought the administration and teachers closer and this, too, is reflected in better support from the local community. For parents the inclusion of community members in the planning process is appreciated and they expect to be more involved in the implementation phase.

Major Activities Planned for Next Quarter

- Finalize the revised PMP for FY15
- Data entry and analysis of the classroom engagement surveys
- Design the tools needed to collect data on co- and extracurricular activities
- Collect baseline data on some of the co- and extracurricular activities that did not take place last semester
- Continue regular field visits
- Complete monthly/quarterly Geo-MIS reporting requirements
- Finalize the external evaluation baseline report
- Follow up on NIET's implementation of the reconstructed baseline and endline for principals' LDP training and teachers' in-service training

Section 3: Communications and PR

Through this reporting period, the Communications and Reporting Officer covered all major activities from all program components such as laptop distribution to SSP school principals and teachers, awareness sessions for parents and local communities, parent councils elections and parent councils activity planning meetings and the debate and drama trainings. The coverage was accomplished through writing and sharing of press releases to local media, taking photos and video clips for documentation, interviewing beneficiaries and developing news articles and success stories.

In terms of film making, the Communications and Reporting Officer produced a new film on students field visits to educational museums to Al Quds University and Qalqilya National Zoo, the film was approved by USAID and was shared through different social media platforms. The Communications and Reporting Officer also shared a new concept for a new film on CCDP training, once the concept is approved, the film will be directly produced and shared. Regarding the infrastructure and renovations activities, the Officer has been capturing and documenting all activities. During the following quarter, a new concept will be developed and submitted to USAID for approval, the film intends to share a "before & after" story.

Major Activities Planned for the Next Quarter

- Produce and share the film on CCDP.
- Produce and distribute a wide desk calendar.
- Launch SSP website under Amideast domain.
- Produce a bilingual 4 article newsletter.
- Submit a new concept for a new film on renovation and infrastructure.

Section 4: Program Administration

On November 27th, 2014, SSP submitted its Annual Report for FY2014 to the AOR for review and approval. Also during this reporting period, the program conducted a search and located and hired a new M&E manager. On December 14th Ghada El-Araj officially took over as M&E manager for SSP. The M&E team provided an extensive orientation about the M&E process of SSP to the new manager and introduced her to SSP-specific M&E needs and challenges.

The program also conducted a search for a Deputy Chief of Party, a new position recommended to help build stronger linkages with the Ministry and help facilitate daily technical implementation. Six candidates were interviewed and one was identified as a potential fit. Follow-up to determine proper fit with the program staff will occur after the COP returns from his stateside R&R visit. The COP will be out until January 5th.

Annex 1: List of Items Supplied to Stage 1 Schools

	School #	School Name	PC	Printer	Photo copier	PC Chair	PC Chair	Teacher Chair	Stool Chair	Student Chair	Reading Table	Book shelf	Teacher Chair	PC Table Library	Teacher Table
1	19112032	Anata Secondary Girls School	23	2	1	43	22	1	42	33	16	16	1	1	1
2	19112018	Bir Nabala Secondary Girls School	22	2	1	41	21	1	40	25	12	12	1	1	1
3	19112014	Beit Anan Secondary Boys School	22	2	1	43	21	1	40	25	12	16	1	1	1
4	19112028	Beit Surik Secondary Boys School	24	2	1	41	23	1	40	25	12	14	1	1	1
5	18112091	Rantis Secondary Boys School	22	2	1	41	21	1	40	17	8	12	1	1	1
6	18112055	Burqa Secondary Girls School	22	2	1	41	21	1	40	41	20	28	1	1	1
7	18112178	Al Farouq Higher Basic (Beit Liqya) School	21	2	1	39	20	1	40	25	12	12	1	1	1
8	10112131	Jalbun Secondary Boys School	19	2	1	35	18	1	40	25	12	12	1	1	1
9	28112188	Kufr Ra'l New Basic Boys School	22	2	1	41	21	1	40	25	12	8	1	1	1
10	28112019	Al Judeida Secondary Girls School	22	2	1	41	21	1	40	25	12	16	1	1	1
11	28112024	Raba Secondary Boys School	22	2	1	41	21	1	40	25	12	12	1	1	1
12	22112110	Marah Rabah Secondary Girls School	22	2	1	41	21	1	40	41	20	20	1	1	1
13	26112200	Nassar Al 'Asafra Basic Girls School	25	2	1	47	24	1	46	25	12	12	1	1	1
14	25112031	Beit Ummar basic Boys School	23	2	1	43	22	1	42	25	12	12	1	1	1
15	25112052	Amr Bin Al 'As Basic Boys School	22	2	1	41	21	1	40	25	12	12	1	1	1
16	23112043	Raqa'a Secondary Boys School	22	2	1	41	21	1	42	25	12	16	1	1	1
17	23112022	Yatta basic Boys School	22	2	1	41	21	1	40	25	12	16	1	1	1
18	27112184	Samou Basic Boys School	22	2	1	41	21	1	40	25	12	16	1	1	1
19	27112218	Al Awda basic Boys School	22	2	1	41	21	1	40	25	12	12	1	1	1
20	27112207	Hafsa basic Girls School	22	2	1	41	21	1	40	25	12	16	1	1	1
21	23112054	Khallet Salih Basic School	22	2	1	41	21	1	40	25	12	16	1	1	1
22	11112038	Jamma'in Secondary Girls School	22	2	1	41	21	1	40	41	20	20	1	1	1

23	14112031	Qaffin Higher Basic Boys School	23	2	1	43	22	1	42	25	12	12	1	1	1
24	14112124	Illar Higher Basic Boys School	23	2	1	43	22	1	42	33	16	16	1	1	1
25	16111079	Muscat Secondary Boys School	22	2	1	41	21	1	30	33	16	20	1	1	1
26	13112017	Qarawat Bani Hassan Secondary Boys School	22	2	1	41	21	1	40	25	12	16	1	1	1
27	13112041	Qarawat Bani Hassan Secondary Girls School	22	2	1	41	21	1	40	25	12	16	1	1	1

Annex 2: List of Upcoming RFQs

RFQ Name	RFQ #	Start Date	Submission Date	Estimated Budget
Sports Kit (50 Schools)	RFQ 2014 - 0016	Wednesday, December 31, 2014	Monday, January 12, 2015	\$ 105,600.00
Library Books (50 Schools)	RFQ 2014 - 0017	Wednesday, December 31, 2014	Monday, January 12, 2015	\$ 57,000.00
Upgrades Al Quds University Science Museum	RFQ 2014 - 0018	Wednesday, December 31, 2014	Sunday, January 11, 2015	\$ 37,107.00
Renovation of 20 schools	RFQ 2014 - 0021	Tuesday, January 06, 2015	Tuesday, January 13, 2015	\$ 360,000.00
Renovation of Three Training Centers	-	-	-	\$ 40,000.00
Internet Connectivity (5 Schools/ 1 year)	-	Wednesday, January 07, 2015	Thursday, January 22, 2015	\$ 7,000.00
Science Lab Cabinets (27 Schools)	-	Wednesday, January 14, 2015	Saturday, January 24, 2015	\$ 22,140.00
A4 Papers (50 Schools)	-	Wednesday, January 14, 2015	Saturday, January 24, 2015	\$ 25,282.05
School Improvement Plans (50 Schools)	-	Thursday, January 22, 2015	Tuesday, June 30, 2015	\$ 723,000.00
Parent Council Plans (50 Schools)	-	Thursday, January 01, 2015	Tuesday, June 30, 2015	\$ 200,000.00
Music Equipment (50 Schools)	-	-	-	\$ 105,309.00
Desktops for 20 Schools	New Bid	Sunday, January 18, 2015	Thursday, January 29, 2015	\$ 345,920.00
Photocopiers for 20 Schools	Using the current supplier	-	-	\$ 18,740.00
Printers for 20 Schools	Using the current supplier	-	-	\$ 6,640.00
Science lab equipment/materials for 20 Schools	Using the current suppliers	-	-	\$ 45,650.00
Furniture for 20 Schools/ including Science lab Cabinets	New Bid	Sunday, January 18, 2015	Thursday, January 29, 2015	\$ 114,000.00
Al-Nithameyeh School - Jerusalem	New Bid	Wednesday, April 01, 2015	Wednesday, April 15, 2015	\$ 61,715.00