

SCHOOL SUPPORT PROGRAM (SSP)

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FY 15—Quarterly Performance Monitoring Report

January – March 2015

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Acronyms

AED	Assessment and Evaluation Department (MoEHE)
AOR	Agreement Officer's Representative (USAID)
AY	Academic Year
CCDP	Career Counseling Development Program
COP	Chief of Party
DLT	District Leadership Team
F2F	Face-to-Face
FEMA	Federal Emergency Management Agency
JFP	Joint Funding Partners
IBC	International Building Code
LC	Learning Circle
LDP	Leadership Diploma Program
LTD	Leadership and Teacher Development Project
M&E	Monitoring and Evaluation
MoEHE	Ministry of Education and Higher Education
NIET	National Institute for Educational Training
PC	Parent Council
PCIP	Parent Council Incentive Program
PALTEL	Palestinian Telecommunication Company
RFP	Request for Proposal
RFQ	Request for Quotation
SIP	School Improvement Plan
SIT	School Improvement Team
SOW	Scope of Work
SSP	School Support Program

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Executive Summary

This Quarterly Performance Report for the School Support Program (SSP) covers activities taking place over the period from January 1– March 31, 2015. SSP has moved into high gear, implementing increased activities in all 50 schools. The COP conducted numerous school visits, meeting a cross-section of beneficiaries to understand firsthand how program support is being implemented and how well it has been received. By and large the feedback has been very positive. Schools are benefiting from the range of support the program offers, which is helping to improve the overall school environment through renovated learning space, greater community participation in schools, and student engagement in activities that enliven and enrich their educational experience. All of these developments have taken place despite increased societal pressure and political turmoil.

The Palestinian Authority's decision to apply for membership to the International Criminal Court and announcements that it would pursue legal action against Israel in the ICC over the 2014 war in Gaza and Israel's policy of expanding settlements in occupied territories resulted in Israel withholding millions of dollars of tax revenue in retaliation, necessitating a cut in salary payments to all PA civil servants. Teachers, who were already among Palestine's lowest paid professionals, had their paychecks reduced by 40%. The impact has been a further deterioration in people's morale and sense of security.

On January 25, SSP was informed the Minister of Education had distributed a letter to all schools prohibiting staff from participating in training during school hours. Given the large number of participants that NIET trains and the limited number of trainers at its disposal, instruction had typically been organized during the week as well as on Saturdays. LDP training was delayed while NIET determined how best to proceed. Training was halted on January 26 and resumed nearly two months later on 21 March, on Saturdays only, with considerable objections expressed by principals.

Amid such challenges during this reporting period, SSP made progress in key programmatic areas to include the completion of renovation work in 20 stage II schools (furnishing and equipping of all these schools is to be completed by mid-May). Under the project's Parent Council Incentive Program, SSP organized and carried out activities including parent-student-teacher sports events, awareness sessions, and school trips. The program also organized a range of co- and extracurricular activities including the creation of debate and drama clubs and the continuation of field trips through which 1,741 students visited the Al Quds University Science Museum, and another 3,417 the Qalqilya Zoo. Career counselors have put into action the knowledge acquired in CCDP training conducting career counseling training, as well as completing child resilience training. Additionally, the program implemented Career Open Days in schools across the West Bank that will continue through the end of April.

Section I: Components Update

AI: School Physical Capacity Building

During this reporting period, SSP has made significant progress in improving the school learning environment through renovating and equipping the 50 selected schools in coordination with the relevant MoEHE general directorates and the Assistant Deputy Minister. Renovation work was completed for 20 stage II schools during March, with renovation already completed at 27 stage I schools during the previous quarter. To date, 126 rooms at 47 schools have been upgraded, including 47 computer labs, 38 science labs and 41 libraries. Distribution of furniture and IT equipment for these schools will commence in April and be completed by mid-May. SSP will continue follow up on any issues related to the completed upgrades in order to keep the rooms in good condition, communicating with representatives from the Department of Construction in each district office, who will be responsible for follow-up on any issues related to construction and maintenance.

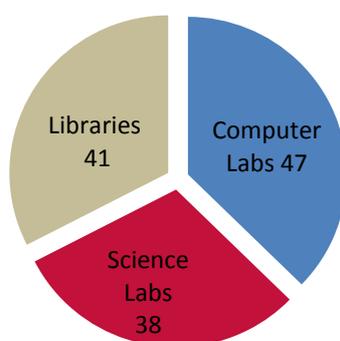


Figure I: Number of Renovated Rooms by Type– Stage I and Stage II

Table I: Stage I and II Renovations and Equipping

	Number of Schools	Number of Rooms	USD Value
Stage I	27	81	1,465,708
Stage II	20	45	852,141

SSP is in the process of ensuring that each newly renovated (stage II) school signs a transfer of ownership document for all equipment, furniture, lab supplies, and books they receive. The school will submit the registry of supplies to the district-level department of supplies, updating the inventory list of property the school possesses. The property will be checked and maintained regularly by the ministry's technical divisions, which will follow up to help assure the appropriate and active use of this equipment in the teaching and learning process.

Three of the 50 selected schools have not yet received any renovations. Al-Nithameya Primary School in Shufat-Jerusalem is scheduled to have renovations initiated and completed during the school summer break. The remaining two schools are Kuwayzibia Basic Boys in North Hebron and Al Tahrir Basic Boys in Bethlehem, both of which were excluded from renovation activity for lack of space. Discussions are underway on potential alternative support opportunities for these two schools.

Main activities implemented this quarter related to school physical capacity building include the following.

Laptops for Counselors and Training Centers

SSP is engaged in working with counselors to implement career counseling and psychosocial support for students. As part of this support, SSP has procured and distributed laptop computers to schools for use by the counseling staff. Twenty-one laptops were distributed to counselors in the previous quarter, while the remaining 23 were distributed from January 23 through February 10, 2015.

In addition to assisting school counselors, the program has offered support to 3 district training centers used by NIET to conduct leadership training of principals. A total of 10 laptops have been distributed to these centers and are in use.

The MoEHE will instruct schools on the basic use of the equipment as needed. As part of the training offered by NIET, teachers and principals are also offered training on the use of computers for instructional and administration purposes.

As for the maintenance of this equipment after the end of the warranty period, schools will handle the maintenance of the laptops, either by utilizing the expertise of their IT teachers or through the Department of Educational Technology and engineers in the district offices. It will be the task of the district office to ensure that this equipment works well and is protected from viruses and damage, and the users will bear the responsibility for any damage resulting from neglect or misuse.

Networking of Schools—Internet Service

SSP continues to follow up with the local networking company that connected all 50 schools with wireless Internet access and which is responsible for ensuring that the systems remain operational.

To ensure that the schools are fully benefiting from the computer resources introduced by SSP, 45 SSP schools are receiving Internet service through the agreement between the MoEHE and Paltel Group, which started in October 2014 and will continue for 15 months. The five remaining SSP schools are receiving Internet service from an alternative provider (BCI), beginning January 23, 2015. This was necessary as the schools were in locations not covered by Paltel.

The MoEHE IT Department will conduct regular maintenance visits to follow up on the networks set up at schools. MoEHE engineers in the district offices will handle regular maintenance to ensure that the networks function efficiently and without interruption. The ministry will give the schools the opportunity to exchange any electronic equipment when it stops functioning, funded from the school budget, the district office budget, or donations from the local community.



Engineering Contract

An amendment was signed extending the period of engagement with the approved engineering Firm “ Al-Ameed Architectures & Engineering Co.” from March 31 to August 31, 2015 to allow for follow up on the renovation work underway for 23 stage II schools. Given the funding uncertainties, SSP was required to split the renovation work and conduct a new round of tendering for stage II schools. These are schools that will not receive full renovation support due to the limited space that exists and that may accommodate one or two upgraded facilities.

SSP obtained USAID approval on the Environmental Documentation Form for Grant and Sub-Grant Activities extending the engineering firm’s period of work until August 31, 2015, while providing response to questions about the IBC requirement for infrastructure work. SSP’s interventions in schools are limited to simple renovation work and equipping existing schools’ labs and libraries, which are designed according to required MoEHE standards. Fire safety for these areas is part of the schools’ comprehensive fire safety plan for the whole building, and requirements depend on the location of the space in the building (distance from exits) and the number of occupants in the space. The renovations all comply with fire safety code and all designs have been reviewed and approved by the MoEHE building department.

According to IBC section 1632, for equipment or furniture weighing less than 181 kg. there is no need for seismic fixation for the non-structural elements. Any equipment weighing above this limit will be fixed per IBC/ FEMA expectations.

Stage II School Labs and Library Renovations and Equipping

School renovation is one of the major activities implemented 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.

Following the procedures set during the first phase of school upgrades, SSP, through its approved engineering firm, submitted revised designs for 23 stage II school labs and libraries to the MoEHE building department for review and feedback. Stage II schools were those identified as having space to support three or fewer labs or libraries. The building department approved 20 of the 23 school designs in December 2014, omitting two schools that lacked the required space to accommodate any upgrades. These schools are Kuwayzibia Basic Boys

in North Hebron and Al Tahrir Basic Boys in Bethlehem. A final school located in East Jerusalem was moved to a third stage and is discussed below.

SSP's compliance team conducted a new round of tendering for the renovation of the 20 approved stage II schools. An RFQ was published in mid-January 2015 with the schools classified into three regional categories (South, Center, and North West Bank). The tendering process identified and selected three different contractors with whom contracts were signed on February 18, 2015 and work carried out under the oversight of the program's engineering firm. Work was completed in all 20 schools and approved by the relevant principals and district offices by March 31, 2015.

Stage III Al Nithamiyah Primary School Labs and Library Renovations and Equipping

SSP agreed with the MoEHE building department to postpone the renovation and equipping of Al Nithamiyah Primary School in East Jerusalem until the summer of 2015. The unique nature of the school building—a converted residential structure rented by the MoEHE—does not allow any work during the academic year. In addition, 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 since officially decided to transfer the tenth grade to another school starting in the 2015–2016 academic year. Accordingly, SSP's contracted engineering firm prepared the lab design and submitted it to the building department on March 15, 2015. The RFQ for renovating and equipping the school will be advertised in May, with execution of the work expected to begin mid-June and be completed by the end of July 2015.

IT Equipment and Furniture for SSP Stage II Schools

Two RFQs were solicited in February for the supply and delivery of furniture and IT equipment for the 20 stage II schools. Suppliers were selected in March 2015. Equipping and furnishing of these facilities will begin in April and will be completed by the end of May 2015. For schools that have twelfth-graders who are sitting for Tawjihi exams, the newly renovated facilities are going to be used this semester as testing area

Science Equipment for Stage II Schools

SSP organized and conducted a tender to procure science equipment for the remaining 20 schools. An RFQ was shared by email with seven specialized suppliers on March 11, but only one supplier submitted an offer. SSP re-advertised the RFQ a second time on March 26 and received two offers from credible/authorized suppliers. Offers are currently being analyzed in collaboration with the MoEHE School Labs Division.

Science Lab Cabinets

In response to the schools' need to store and safeguard the science equipment provided by SSP, AMIDEAST contracted with the supplier in January 2015 to produce and deliver 108 science lab cabinets for 36 SSP schools, with each school to receive 3 cabinets. All quantities were distributed by mid-February. Moreover, SSP succeeded in securing the donation of an additional 19 lab cabinets from the supplier. All were distributed to SSP schools according to the reported needs.

Upgrading District Training Centers

After completing the renovation work and furnishing three NIET training centers in December 2014, SSP supported these centers with needed IT equipment including LCD projectors and laptop computers. These centers are currently being used to conduct principal leadership and in-service teacher training. NIET has requested additional upgrades for the training centers to include additional furniture and other support. A fourth training center in Yatta has also been identified as needing support; communication has been initiated with USAID to determine whether the funds needed for this support can be allocated, as cost exceeds the level of support budgeted.



Teachers training at newly renovated NIET Training Center in Hebron

Providing SSP Schools with Library Books

After receiving USAID approval in December 2014 for the list of books to be purchased for schools, SSP moved ahead with the procurement process and published a tender in January 2015, with proposals received in February 2015. After consulting with technical staff from MoEHE, SSP awarded the procurement to two suppliers in March 2015. Delivery to all 50 schools will be completed by mid-August 2015.

Providing SSP Schools with Sport Kits and Equipment

In close coordination with SSP's partner Save the Children and the relevant departments at MoEHE, an evaluation was conducted in March to determine what sports programs schools wanted to engage in and what equipment they would need. Subsequently, SSP contracted with a local supplier to deliver the requested sports equipment to all 50 schools. The equipment will be delivered to schools by the end of April.

Support NIET with Stationary

SSP received a request from NIET on March 3, 2015, for stationary needed to implement leadership training for SSP principals. The AOR approved the request on March 25, and SSP provided the needed support.

Upgrading Al Quds University Science Museum

As explained in previous reports, upgrading the science museum is complicated in terms of the nature of exhibit equipment/furniture that has been requested. The process of preparing designs for all exhibits has taken the Al Quds University team some time to complete. Nonetheless, in mid-March, SSP identified a supplier to implement the required museum upgrades, currently underway and expected to be completed by the end of April. The upgrades will provide an expanded and improved experiential learning environment from which thousands of students and teachers across the West Bank will benefit.

School Improvement Plans (SIP)

SSP invited all school principals and the NIET senior team and trainers for a one-day workshop on January 19, 2015. The purpose of this workshop was to support SSP principals in finalizing their school improvement plans by encouraging active participation in determining critical

school needs, and to prioritize those needs based on available resources with the ultimate objective of improving the quality of education in their schools.

Electronic spreadsheets were developed and distributed for use by principals at the workshop. NIET trainers and SSP support staff were on hand to assist. By the end of the session, 50 SIPs were submitted for NIET review and were subsequently approved by the DLTs. The SSP compliance team received the approved plans at the end of March and will initiate related procurements in April.



Principals finalize their SIPs at the Jan 19 workshop

Major Activities Planned for the Next Quarter

- Additional renovation support and final procurement of IT equipment, furniture, and science lab equipment for stage II schools
- Procurement support for 50 SIPs, with a total estimated budget of \$723,000
- Procuring music equipment and sound systems for 50 schools
- Complete procurement for parent council plans with total estimated budget of \$200,000
- Procurement for LDP capstone projects with a total estimated budget of \$200,000
- Renovation of school labs and libraries, procurement of IT equipment, furniture, and science lab equipment for Al Nithameya Primary School in Jerusalem

A2: Professional Development

Leadership Diploma Program

LDP training was delayed at the beginning of this semester due to the Minister of Education’s decision to prohibit principals from leaving their schools for training on a school day, thereby limiting training to Saturdays only. LDP training was put on hold for almost 2 months while NIET evaluated its options. Attempts were made to explain to the ministry the impact this decision would have on its ability to conduct professional development for principals, but all such efforts to modify the decision were unsuccessful. Ultimately NIET revised its schedule to conduct the remaining sessions on Saturdays, the principals’ day off. LDP training resumed on March 21 for both joint LTD-SSP clusters and the SSP-only cluster. This quarter, the last face-to-face (F2F) session and three learning circles (LCs) were held for the joint LTD-SSP group, while two F2F sessions and four LCs were held for the SSP-only cluster. NIET staff continued to follow up with principals on their capstone projects for graduation.

Table 2: LDP Training Sessions

Group	Training	Completion Dates
Joint LTD/SSP Group	F2F	March 21
	LC	March 7 and April 4, 11
Exclusive SSP Group	F2F	March 21 and April 4
	LC	March 7, 14, 28 and April 18

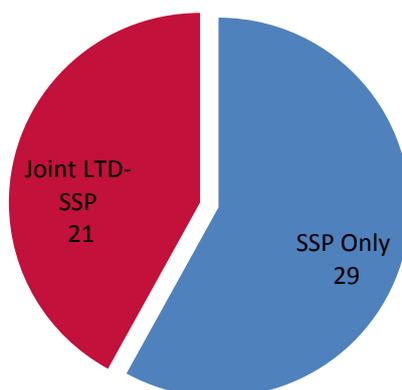


Figure 2: SSP Leadership Development Program Trainees

In-Service Teacher Training

In-service teacher training for SSP schools, funded through the Joint Funding Partners (JFP), has been split into two cohorts by district. Teachers currently in training are from SSP schools located in districts where LTD’s second cohort operates. These districts include Ramallah, Jerusalem suburbs, Jerusalem, Qalqilya, Hebron, Bethlehem and Salfet. The second cohort will encompass the seven remaining districts and will commence in September, with training

to be completed in May 2016. These districts include Jenin, Nablus, South Nablus, South Hebron, Qabatayia, Yatta and North Hebron. A total of 145 teachers are currently in training for Cohort I and will complete their training in May 2015. SSP staff members have attended teacher in-service training to observe how laptops purchased by SSP are being used in teaching and learning. A veteran teacher from Al-Ram Secondary Girls School joyfully stated to SSP staff, “I never dreamed I would be using such technology.”

Study Tours

During a February 11 follow-up meeting at the MoEHE with the Deputy Minister for Planning and Development, the topic of study tours was discussed. The Deputy Minister encouraged study tour planning to take a flexible approach and not rule out countries in the region or in countries other than U.S. He emphasized that the tours should be tailored to educational needs. SSP staff has been investigating potential visits to include a leadership workshop planned for November in Canada, and is exploring other programs that address key aspects of program support to schools such as community engagement, use of technology in teaching and learning, and research methods, to name a few.

Annual Conference

On March 3, 2015, a meeting was held between NIET, SSP staff and USAID to discuss the outlines of a major annual conference highlighting the transformation taking place in SSP schools. It has been agreed the conference will be conducted in early August 2015 and that all components will be represented. A draft agenda has been put in place and will be refined as speakers and stakeholders are identified.

Major Activities Planned for the Next Quarter

- Complete LDP training for principals by April 18
- Presentation of principals’ capstone projects
- Complete in-service teacher training by May 28
- Continue planning for annual conference and study tours

B: Community Engagement

During the first semester of the 2014–2015 academic year, SSP worked with principals to build awareness of the importance of community engagement in schools. After elections were held last quarter, the new Parent Councils' (PCs) first task was to involve local communities in playing a larger role in their children's schools. This was accomplished through the development of work plans for the PCs to carry out. PC members met several times to finalize activities suitable for their communities, with a specific emphasis on activities that increased engagement and strengthened the relationship between the schools and their surrounding communities.

Parent Council Incentive Program (PCIP) Work Plans

Many of the activities identified in the PC work plans were similar across the program, while others were unique to individual schools and reflected specific needs. Categorization of activities into common and unique interventions facilitated the procurement of requested support. Final work plans were set up with tentative dates, estimated budgets and estimated cost-share for activities. Each plan was clearly outlined with activities, SSP support and local community contribution. The plans have flexibility for minor changes and additions to ensure success. Fifty PC work plans were finalized, one for each of the SSP schools. SSP staff worked with the PCs to implement their plans during this quarter.

PCs Capture Parents Attention

Historically in this region when parents are called to their children's school it is assumed they will be asked to support the school financially. This expectation often has the effect of dampening parents' enthusiasm and willingness to engage. To help change this perception and capture parents' attention, PCs utilized some of their PCIP funds to procure and distribute flash drives and other educational supplies to groups of students at the SSP schools during the first PC activity. The flash drives distributed to students will contain the Parent Council Guidelines to familiarize parents with the role and importance of the PC. Students will also be able to submit their school work and share school communications with their parents by having this device with them at school and home. Over 1,600 students received educational supplies.



Students receiving flash drives from parent councils

PC Request for Stationary

All PCs expressed a need for stationary to communicate with parents and to implement activities stated in the work plan. Workshops, awareness sessions and invitations were some of the activities listed in plans that would require stationary. For efficiency and cost-saving purposes, the stationary was bought in bulk and distributed this quarter to the 50 schools.

Local Community Awareness Sessions

The first AY 2014–2015 PC activity carried out for the incoming Parent Councils in all 50 SSP schools was an awareness session scheduled by the outgoing AY 2013–2014 Parent Council. This session proved successful based on participant feedback and overwhelming demand for the program to continue offering awareness sessions covering other important topics. Trainers led sessions on such topics as time management, healthy eating and coping with anxiety during testing. Twenty-six awareness sessions were held this quarter for 25 SSP schools, benefiting over 800 parents, students and teachers.

Parent Council-Organized Trips

To help schools build trust and strengthen relationships between teachers, parents, and students, PCs have organized field trips to various locations. A total of 43 trips have been included in PC plans; contracts have been finalized with bus companies and the trips and will be implemented next quarter.



Parents attending awareness sessions at several schools

School Calendars

To communicate the importance of community involvement in helping students succeed at school, several PCs requested that school calendars be used to draw attention for the need for the local community to serve as active partners engaged in children's education. PCs in three schools carried out this activity during the quarter and distributed over 1,700 calendars to families and local community businesses. These schools are Abu Dis Secondary Boys School, Beit Anan Secondary Boys School and Beit Surik Secondary Boys School.

PC Networking

Several PCs discussed in their work plans the importance of networking with other parent councils to exchange ideas and benefit from each other's experiences. The first networking such meeting took place between the parent councils at Beit Anan Secondary Boys School and Abu Dis Secondary Boys School on March 22, 2015, at Beit Anan. Both PC's expressed the importance of these exchange visits to build on best practices. Next quarter similar visits will take place in the South.

PC Recognition of Honor Roll Students

Many schools annually recognize students for their high academic achievement. The goal is to encourage students to continue to do well, motivate other students to work harder and motivate parents to support their children to become better achievers. Twelve PCs included

recognition events for honor roll students in their work plans, with the events to be held primarily on school Open Days. The PC committees of the following schools recognized honor roll students during this quarter: Kufur Raí New Basic Boys, Al Judeida Secondary Girls, Qarawat Hasan Secondary Boys, Burqa Secondary Girls, Al Farouq Higher Basic, Anata



Parent council recognizes excelling students at Al-Farouq Higher Basic School

Secondary Girls, Bir Nabala Secondary Girls, Bait Anan Secondary Boys, Yatta Basic Boys, Raqaá Secondary Boys, Hafsa Basic Girls and Nassar Al-Ásfara Basic Girls. Over 450 parents were in attendance as their children were recognized for their hard work and academic achievement.

PC in the Community

PCs at some SSP schools organized visits with school counselors for parents of children who have low academic achievement or who have dropped out of school. This activity was carried out at Illar Higher Basic Boys and Raba Secondary Boys Schools. The Raba PC was able to influence five of 12 children who had dropped out to return to school.

Additional Activities Organized by PCs

Parents are traditionally invited to attend school activities as passive audience members. To change this relationship between parents and their schools and connect them with a common interest—their children, many PCs included participatory entertainment activities in their work plans. Muscat Secondary Boys held a cultural quiz competition between students, with parents invited to sit on the judges' panel. Al-Farouq Higher Basic's PC organized a football match between students and the local community. Anata Secondary Girls PC organized an interactive puppet show engaging both the students and parents in attendance. .

Other activities PCs carried out this quarter included health day events for the local community, which often consisted of first aid workshops, free medical checkups and group healthy breakfasts. Some PCs organized school events utilizing the library and conducting reading days with students. Others stationed community volunteers in the computer labs to help parents learn how to use the computers. Bazaars were held at several schools, including food bazaars arranged by the local community as well as traditional cross-stitch displays. Teacher recognition events were planned by several PCs.

Principals have often commented on the important role of parent councils in identifying new ways to encourage parents to be active members in their children's education. The Beit

Ummar Basic Girls principal said, “Parents are encouraged to join activities and they visit the school comfortably now; they don’t assume they are being called for financial support.”



Football match between students and community members organized by parent council

Local Community Funding Renovations and Building

Several SSP schools have reached out to the local community to request support for school infrastructure needs that go beyond what SSP can support. Kufr Dan Secondary School’s local community supported the building of an extra room for the science lab, after which SSP brought the room up to MoEHE standards and equipped it. The Khallet Salih School received many contributions from the local community, allowing the first floor wall to be bricked and an entirely new second floor to be built along with four rooms adjacent to the school. The local community came forward to build these rooms so as not to lose the opportunity of the labs offered by SSP. Beit Ummar Basic Girls School also reached out to the local community to renovate the school kitchen and storage rooms. These renovations have given the local community a sense of ownership and responsibility, while giving their children friendlier environments for teaching and learning.

Major Activities Planned for Next Quarter

- Continue to implement PC work plans
- Continue awareness sessions
- Continue field trips
- Continue Open Days

C: Co- and Extracurricular Student Activities

SSP continues its support to the 50 selected schools by offering a range of co- and extracurricular activities including Career Counseling Development Program (CCDP) activities, child resilience trainings, field visits, and drama and debate activities, all aimed at improving the quality of education in the targeted schools and improving students' social competencies.



CCDP session for student and parents

Career Counseling Development Program (CCDP)

CCDP curriculum training was conducted from September 28 to October 2, 2014, for 44 school counselors. Once trained, counselors began implementing the CCDP activities with support from SSP staff in developing work plans; coordinating with relevant stakeholders; and obtaining needed stationery, books, transportation, and other requested support. More than 3,000 students (1,809 males and 1,240 females) benefited from the CCDP activities in the targeted schools. Activities conducted in the first quarter of 2015 are as follows.



CCDP field visits

SSP organized career counseling field visits for each targeted school to help students from grades 8-10 gain a better understanding of labor market needs, various career path choices, and the required skills and abilities needed to secure employment in a particular field. Locations visited included universities, vocational education centers, factories,



agricultural centers and private sector firms. In each location, students were given tours and provided with detailed information on the work and educational requirements for various careers. Time was allocated for questions and answers. To date, 2,552 students (1,262 males and 1,290 females) have benefited from these visits.

CCDP parent workshops and awareness-raising

SSP and school counselors conducted sessions for parents to raise awareness of the importance of supporting their children in making career path the activities and tools provided in the Career Counseling toolkit. A total of 160 parents (8 males and 152 females) have been engaged in these workshops to date.



CCDP student sessions

School counselors are conducting weekly student sessions for grades 8–10 (one class at a time), utilizing the career counseling books for each grade. The objective of these sessions as stated in the curricula is to develop students' life skills, encourage them to explore their own skills, and understand the career options that match their skills and





CCPD student session

interests. A total of 3,049 students (1,809 males and 1,240 females) are benefiting from these sessions.

Career Open Days

Each cluster of schools conducts a career Open Day in their district that brings the private sector, vocational centers, universities and community organizations together with students to provide them with information on different

career paths and labor market needs in Palestine. In this reporting period, one career day was implemented in the Jenin area for four schools with the participation of 150 students (104 males and 46 females), 15 parents (7 males and 8 females) and 21 teachers (14 males and 7 females).



Drama show on personality traits during Jenin career open day

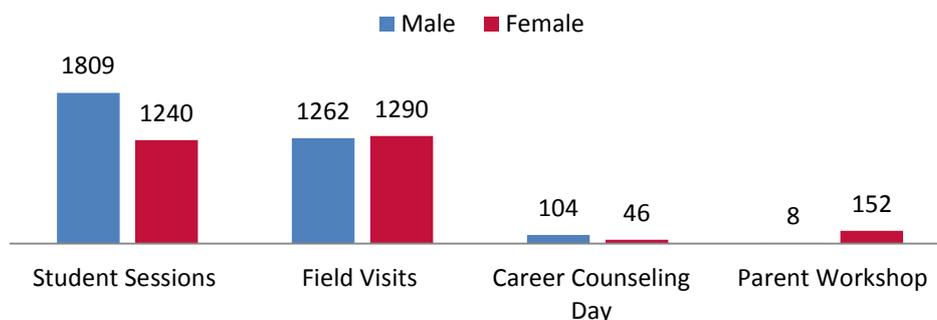


Figure 3: Participants in CCDP Activities—FY2 Q2

Drama Clubs

Based on the skills acquired in the drama training that select teachers received in December 2014, drama clubs were organized and weekly drama sessions conducted in schools. Drama clubs, which consist of 15 students per school on average, receive training and support in the development of a play that will be performed at their school Open Day in April 2015. These clubs are supported by SSP through the recruitment of a drama consultant who visits schools on a regular basis to provide coaching in script-writing and production as well as feedback to students on their progress. A total of 750 students (440 males and 310 females) have participated in drama activities during this reporting period.

Debate Clubs

Following the debate training that select teachers received in December 2014, weekly sessions have been organized in 29 targeted schools for interested students in grades 9 and 10. Students are provided with the skills and knowledge they need to develop their debate skills. Debate clubs are now preparing for the regional competitions that will take place in the first week of May. Three hundred students (162 males and 138 females) are benefiting from the debate activities.

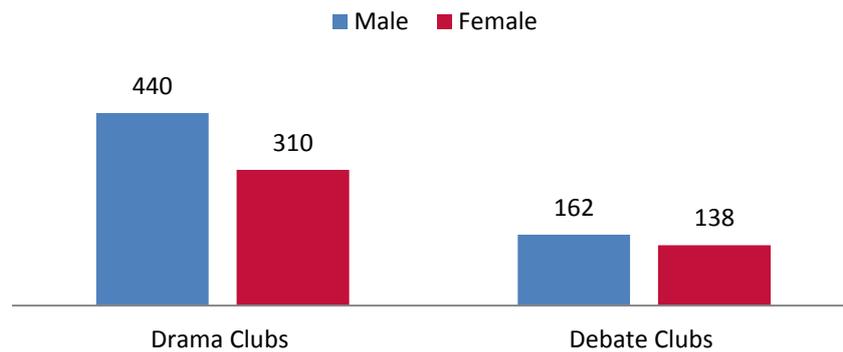


Figure 4: Participants in Drama and Debate Clubs—FY2 Q2

Museum Visits

As part of SSP co- and extracurricular activities, visits to museums at Qalqilya and Al Quds University are being conducted to offer students firsthand exposure to what they are learning about in class and to enliven and enrich their educational experience. At the museums, students in small groups interact with the exhibitions.

Thirty-six school trips were conducted to Al Quds Math and Science Museums in the second quarter. A total of 1,741 students (893 males and 982 females) as well as 110 (52 males 58 females) teachers and 41 parents (8 males and 33 females) participated in these educational trips.

Sixty-eight trips were conducted to Qalqilya Zoo in the same period. A total of 3,417 students (1,617 males and 1,700 females); 197 teachers (90 males and 107 females); and 73 parents (13 males and 60 females) participated in these trips.

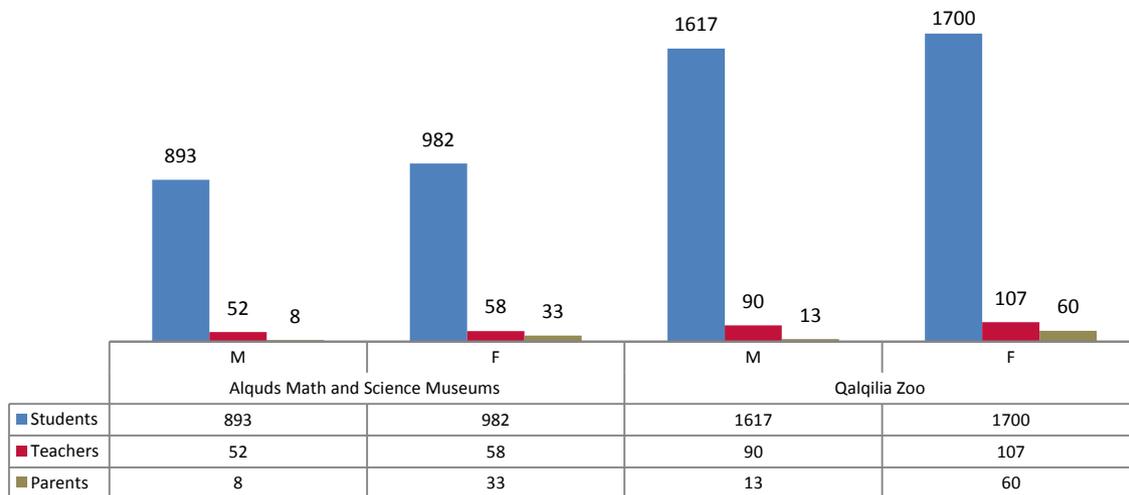


Figure 5: Participants in Experiential Learning Field Visits - FY2Q2

Child Resilience Training

In March, 45 school counselors (27 males and 18 females) were trained on the child resilience methodology, which focuses on responding to child protection needs in marginalized communities. The methodology uses a child-centered approach, with the goal of enhancing



Counselors learning a trust exercise during child resilience training in Hebron

the psychosocial well-being of students. The counselor training was conducted for three days in each of the three geographical areas of the West Bank, and manuals were distributed to counselors.

After the training, each counselor selected two classes from grades 6–10 considered the most needy in their school according to counselor and principal review of the numbers of reported behavioral problems and counselor case reports. They then started implementing weekly resilience sessions for these classes. It is expected that 2,200 students (1,276 males and 924 females) will benefit from the child resilience sessions over the current and upcoming academic year.

Sports Activities

School-based sports teachers selected teams and started training in preparation for regional competitions that will take place at the end of the academic year. This year, SSP

will focus on volleyball and handball.

Major Activities Planned for Next Quarter

- Drama and theatre clubs will perform during school Open Days in April and May.
- Regional debate competitions will be held in the first week of May.
- CCDP student and parent sessions will continue, along with career field visits.
- Career Open Days in the different directorates will take place in April and May.
- Museum visits will continue in April with the participation of an additional 2,000 students.

Section 2: Monitoring & Evaluation (M&E)

SSP Performance Management Plan and PIRS

A revised PMP for the project was submitted to USAID on March 19, 2015, to reflect changes suggested for FY15. The revised PMP included revised baseline values and revised targets for most indicators. Calculation of baseline values for indicators related to the utilization of physical facilities at the school was revised to become an index reflecting actual use, adequacy of equipment and resources, room setup, and maintenance of the facility. The choice to reflect utilization with an index rather than simply reporting whether or not the facility is being used better reflects project inputs that would otherwise be masked by the high utilization levels reflected in the previous baseline calculation. Most of the targeted schools initially had facilities or spaces that they utilized as libraries, computer labs and science labs, and they reported using them in our baseline assessment. In fact, having facilities or space was one of the criteria used in the selection process in order to be able to accommodate renovations. However, the quality/ adequacy of these facilities were sub-optimal, which is why the project intervened to renovate these facilities. The impact of such renovations cannot be easily reflected in the utilization indicators unless multiple criteria are used in the calculation. The new utilization index reflects actual use, adequacy of resources, set-up and organization, maintenance, and accessibility.

Along with the revised PMP, an internal baseline report was developed highlighting all the methodologies and tools that were used to collect and calculate the baseline values for different indicators. All PIRs were also revised and submitted along with the revised PMP.

For activities that started this semester, such as CCDP and the child resilience program, baselines were collected in February 2015 and data is currently being entered.

External Evaluation

On February 19, the external evaluator submitted the final version of the revised baseline report, which was then shared with USAID on February 22. External evaluation will be repeated between October and December 2017 to reflect project impact at the participating schools.

Student Achievement Testing

As part of SSP's monitoring and evaluation plan, the project will assess 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 demonstrate greater improvement than those from non-SSP schools in the comparison group.

The baseline Student Achievement Testing for students in the SSP and comparison group schools took place on September 27 and 28, 2014. Following several coordination meetings with AED, the post-tests have been developed and are scheduled to take place on May 5 and 6, 2015. An orientation session will be conducted on April 29 for all district coordinators during which they will be introduced to their role in coordinating with the schools to implement these tests.

GeoMIS

The SSP M&E team met with the USAID M&E unit and finalized the required GeoMis activities structure as well as agreed on the expected number of activities projected throughout the project. Activities on GeoMIS are currently being re-structured by locality and recipient school and will reflect all program interventions at each of the 50 participating schools. All schools were added to the list of recipients on GeoMIS, and X/Y coordinates were entered for 80% of the schools, with the remaining data entry expected to be completed by end of June 2015.

Once the PMP is approved, the PMP indicators will be uploaded into GeoMIS and the project will report against the approved indicators accordingly.

Field Visit Observation and Tracking

During Q2, M&E staff continued to conduct observation visits to various project activities. The following table represents the activities observed by M&E.

Table 3: M&E Observation Field Visits

Destination	Project Activity Observed
Raqa'a Secondary Boys Khallet Saleh Basic	Completed renovation and equipping of science lab, computer lab and library. Principals and teachers responded positively to the renovations.
Jenin	Career Open Day for four SSP schools in Jenin. The activity hosted several community members with various careers including a doctor, a nurse, a lawyer, an engineer, a police officer, and a vocational trainer who all addressed participating high-school students. Several recreational activities also took place during the event, including drama sketches and dabka dancing.
Beit Ummar Basic Girls	Several parent council activities celebrating Mother's Day. The activities included an awareness session for mothers on healthy eating, a joint breakfast for mothers' and daughters and honoring of school teachers.
Nassar Asafra Secondary Girls	Parent council activities including an awareness session for high school students and parents on time management, and engineering success and honoring of excelling students. M&E also visited the newly renovated facilities and conducted informal interviews with teachers on the use of the new facilities.
Raq'a Basic Boys	Attending an in-class CCDP activity. The session covered the differences in abilities and capacities between individuals using a puzzle assembling activity. The students also reflected on their field visit to Al-Arroub Industrial School and what knowledge they gained through that visit about future career options.

Meanwhile, M&E developed tracking systems for parent council and extracurricular activities taking place at each of the participating schools. The trackers will incorporate attendance sheets submitted by various project officers to register type of activity and attendance by various stakeholders in addition to gender disaggregation of participants. These trackers will be used to report against PMP indicators quarterly and to update GeoMIS activities monthly.

FY15 Post-Assessment Preparations

As the end of the academic year 2014–2015 approached, M&E prepared survey packages to be distributed to all 50 participating schools and the 15 comparison schools. These packages include surveys related to the utilization of technology and utilization of school facilities by students and teachers, satisfaction with community engagement and support provided to the schools, in addition to classroom engagement surveys. Distribution and collection of these packages is scheduled to take place in April 2015. Table 4 includes a list of all surveys included in the post assessment for academic year 2014–2015.

Table 4: Academic Year 2014–2015 Post Assessment Surveys and Sample Distribution

Survey	SSP			Control		
	Principals	Teachers	Students	Principals	Teachers	Students
Class room Engagement Survey	-	64	1923	-	60	1769
Community Engagement Survey	50	-	-	15	-	-
School Physical Capacity Survey		1071	6277	-	311	1556
Principals Laptop Utilization Survey	50			15		
Extracurricular Clubs Form		250			75	

Surveys on the effectiveness of principals and teachers were also received from NIET, and survey packages were prepared for principals and teachers attending the LDP and teacher in-service training, respectively. The surveys allow training participants to reflect on their performance before and after receiving professional development training using special rubrics developed by NIET for specific skills.

Table 5: NIET Principal and Teacher Effectiveness Survey Samples

Survey	Principals	Teachers
Principal Effectiveness	50	290
Teacher Effectiveness	21 x 145	145

Principals conclude their LDP training in April and have already received the surveys related to their training. Teachers conclude their training around the end of May; therefore surveys will be distributed in May. Teachers at participating schools will also evaluate LDP-trained

principal performance and leadership skills, while principals will evaluate the performance of teachers participating in the teacher-in-service trainings, providing multiple viewpoints in the calculation of the teacher and principal effectiveness indicators and minimizing respondent bias in evaluating themselves.

Major Activities Planned for Next Quarter

- Distribute and collect all 2015 post-assessment surveys and begin data entry
- Continue regular field visits for observation and M&E related surveys throughout the end of the 2014–2015 academic year.
- Finalize structural updates and complete monthly/quarterly GeoMIS reporting requirements.
- Collect and analyze NIET's reconstructed assessment for principals' LDP training and teachers' in-service training.

Section 3: Communications and Outreach

SSP communications and outreach activities have taken place according to plan for this reporting period. Program promotion has been complicated by a requirement to hold off on publishing press releases and organizing events with the purpose of promoting the program as recommended by USAID. District education offices have cooperated in sending staff and organizing media coverage to promote various program activities. The following communications and outreach activities took place during January – March 2015:

Documentary on Improving the Physical Capacity of SSP Schools

To capture the transformation of the school environment that is underway through SSP's work in upgrading the science and computer labs and libraries, the program has conducted interviews, videotaped and photographed the school upgrades and capturing people's reactions and highlighting the changes taking place in schools that work to improve the quality of education. The program will produce a short documentary offering an overview of how things were before and how they are after the improvements. During the next reporting period the program will capture the delivery and installation of furniture and IT equipment and use of the improved space. This film is expected to be produced in July through August.

Coverage of Activities under Various Components

The second quarter of FY15 was an extremely busy period of program implementation. To cover as many activities as possible, the Communications and Reporting officer visited various events across the West Bank in each of the program's component areas. Some of these events include the School Capacity Building's components activity to finalize School Improvement Plans with principals and NIET trainers in Jericho on January 19th. Activities organized by the Community Engagement components that were covered include: parent awareness sessions, sport events organized by parents and the recognition of student's academic achievement in a number of SSP schools. Under the Co- and extracurricular activities component, events visited include CCDP activities, career open day events in the district of Jenin and child resilience training. Pop ups, roll ups, SSP folders, brochures and notebooks were used to promote the program and help strengthen the community's awareness of the program and USAID's contribution to improving the quality of education in the region through SSP.

Production of Promotional Material

SSP produced and distributed 1000 units of a new form of calendar that has proven to be a useful planning and promotional tool with SSP stakeholders. SSP beneficiaries preferred this form of desktop calendar and asked that the program continues to produce them for future years. SSP's Communications Officer interviewed different parties and beneficiaries directly involved in SSP activities, these interviews were developed into success stories to create the program's first newsletter. The Newsletter's final design was approved at the end of March and production and distribution will take place in April.

SSP through Social Media

SSP has emphasized the use of twitter to promote the program through the AMIDEAST/ West Bank – Gaza account by disseminating tweets for all SSP activities. USAID, AMIDEAST HQ and USAID Mission Director have been tagged in these tweets which contain a collection of photos and a description of the activities.

Major Activities Planned for Next Quarter

- Coverage of ongoing activities under various components.
- Complete and distribute SSP Newsletter.
- Start collecting data for a documentary on SSP to be shown at the September conference
- Continue collecting footage for the documentary on improving the physical capacity of SSP schools and prepare a film description to be sent to USAID for approval.
- Conduct interviews for the upcoming Newsletter.

Section 4: Program Administration

In keeping pace with increased level of programmatic activities this quarter, SSP has made a number of changes to redefine program staff scopes of work and to initiate a search for two unfilled positions. As described in the following table, three SSP staff had their titles changed. In the case of the Community Engagement Manager, the new title reflects an expanded scope of work that includes responsibility for overseeing the professional development activities. In the other two cases, increased responsibilities and expanded job functions and have resulted in promotions.

Table 6: List of Employee Promotions

Employee Name	Previous Title	New Title	Effective date
Fidah Mousa	Community Engagement Manager	Community Engagement & Teacher Education Manager	March 1, 2015
Mary Sayej	Monitoring & Evaluating Assistant	Monitoring & Evaluating Coordinator	March 1, 2015
Salma Abdo	Procurement Assistant	Procurement Coordinator	March 1, 2015

Recruitment for a procurement assistant to fill a vacancy on the program was initiated on March 25. The position was announced internally and several candidates were interviewed.

The Position of Deputy Chief of Party (DCOP) was re-advertised in *Al-Quds* newspaper and on the AMIDEAST webpage as well as through online local job sites, as the first round of interviews failed yield an appropriately qualified candidate. A revised scope of work was developed and shared with the AOR prior to publishing the announcement. Several candidates were shortlisted and interviews will be conducted in April.

In addition to the staffing developments, SSP completed and submitted a budget modification to reflect the overall changes in the program since its inception and the approved revised program description. The revised four-year budget was submitted to the AOR in February and is being reviewed internally at USAID.

Annex I: Performance Monitoring and Evaluation Plan Indicator Table – FY2Q2

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 2 (FY15)	Actual Year 2 FY15 To date	End of Project Target
IR A: Educational Environment Improved								
A1: School Physical Capacity Building								
Ind. A1.1	Number of educational facilities renovated	#	Output	FY15	0	129	126	129
	Number of schools renovated				0	48	47	48
	Number of computer labs renovated				0	48	47	48
	Number of libraries renovated				0	42	41	42
	Number of science labs renovated				0	39	38	39
	Number of other facilities renovated				0	4	4	4
Ind. A1.2	Number of educational rooms provided with furniture and equipment	#	Output	FY15	0	129	126	129
Ind. A1.3	Percentage of teachers utilizing laptops	%	Outcome	Yearly	25%	40%	To be reported in annual report	70%
Ind. A1.4	Percentage of teachers utilizing computer labs	%	Outcome	Yearly	27%	40%	To be reported in annual report	45%
Ind. A1.5	Percentage of teachers utilizing libraries	%	Outcome	Yearly	32%	40%	To be reported in annual report	45%
Ind. A1.6	Percentage of science teachers utilizing science labs	%	Outcome	Yearly	49%	67%	To be reported in annual report	70%
A2: Professional Development								
Ind.A2.1	Number of teachers trained on inclusive education	#	Output	FY15	0	-	-	40

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 2 (FY15)	Actual Year 2 FY15 To date	End of Project Target
Ind.A2.2	Percentage of trained teachers applying inclusive education guidelines	%	Outcome	Yearly	Nov. 2015	-	-	TBD
Ind.A2.3	Percentage of participating teachers applying effective teaching methods in their classrooms	%	Outcome	Yearly	Re-constructed	50%	To be reported in annual report	60%
Ind.A2.4	Number of study tour participants	#	Output	Yearly	0	15	0	45
Ind. A2.5	Percentage of study tour participants completing their post-tour action plans	%	Outcome	Yearly	0	60%	0	60%
IR B: Community Engagement Enhanced								
Ind. B1.1	Number of schools developing their SIT plans cooperatively	#	Output	Yearly	0	50	50	50
Ind. B1.2	Percentage of activities co-sponsored by local communities	%	Output	Yearly	26%	35%	To be reported in annual report	40%
Ind. B1.3	Percentage of participating principals demonstrating effective school leadership	%	Outcome	Yearly	reconstructed	60%	To be reported in annual report	60%
Ind. B1.4	Percentage of participating teachers involved in effective school leadership	%	Outcome	Yearly	-	76%	To be reported in annual report	78%
Ind. B1.5	Percentage of participating parents engaged in effective school leadership	%	Outcome	Yearly	-	60%	To be reported in annual report	67%
Ind. B1.6	Average rating of local community organizations engaged in the lives of the schools	Score out of 4	Outcome	Yearly	2.225	2.4	To be reported in annual report	2.6
IR C: Students' social competencies strengthened								
C1: Co and Extracurricular Activities: (Drama/ Debate/ Visits)								
Ind. C1.1	Number of students participating in SSP-sponsored co- and extra-curricular activities	#	Output	Quarterly	0	7500	5,158	16,620

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 2 (FY15)	Actual Year 2 FY15 To date	End of Project Target
Ind. C1.2	Percentage of students in grades 5-10 participating in extracurricular clubs #Indicator added at suggestion of METF	%	Output	Yearly	12%	18%	To be reported in annual report	24%
Ind. C1.3	Number of teachers trained on co- and extra-curricular activity sponsorship	#	Output	Quarterly	0	120	109	220
C2: Career Counseling								
Ind. C2.1	Number of counselors/ teachers trained on Career Counseling Development Program	#	Output	Yearly	0	44	44	44
Ind. C2.2	Number of parents/caregivers trained on Career Counseling Development Program	#	Output	Yearly	0	1500	160	3000
Ind. C2.3	Number of students trained on Career Counseling Development Program	#	Output	Quarterly	0	3000	3,049	8600
Ind. C2.4	Number of printed Career Counseling Development Program materials distributed to students and community members	#	Output	Yearly	0	5570	5600	23,280
Ind. C2.5	Percentage of students reporting having the skills to better plan their career paths	%	Outcome	Yearly	Feb 2015	TBD	TBD	TBD
C3: Resilience Program								
Ind. C3.1	Number of students participating in the Resilience Program	#	Output	Quarterly	0	1,500	To be reported in annual report	7,500
Ind. C3.2	Number of counselors/teachers trained on Resilience Program activities	#	Output	Quarterly	0	44	45	44
Ind. C3.3	Number of parents/caregivers who participated in Resilience Program activities	#	Output	Quarterly	0	300	0	900
Ind. C3.4	Percentage of students demonstrating strengthened psychological coping mechanisms	%	Outcome	Yearly	Feb 2015	-	-	30%
PPR Indicators (USAID Operational Indicators)								
Ind. PPR 1	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	#	Output	Yearly	0	18,707	18,707	18,700

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 2 (FY15)	Actual Year 2 FY15 To date	End of Project Target
Sub Ind. PPR1.1	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (male)	#	Output	Yearly	0	10,731	10,731	10,700
Sub Ind. PPR1.2	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (female)	#	Output	Yearly	0	7,976	7,976	8,000
Ind. PPR2	Number of administrators and officials trained with USG support	#	Output	Yearly	0	50	50	50
Sub Ind. PPR2.1	Number of administrators/officials trained with USG support (male)	#	Output	Yearly	0	30	30	30
Sub Ind. PPR2.2	Number of administrators/officials trained with USG support (female)	#	Output	Yearly	0	20	20	20
Ind. PPR3	Percentage of female parent council members *Custom USAID gender indicator	%	Output	Yearly	31%	35%	To be reported in annual report	45%
Ind. PPR4	Average self-efficacy at school score reported by women at the conclusion of USG-supported training/programming *Custom USAID gender indicator	Score out of 16	Outcome	Baseline	8.72	-	-	10% increase