



DECORATED FRONT HALL OF A PRIMARY MIXED GENDER SCHOOL LOCATED IN THE URBAN NORTHERN AREA OF JORDAN

EDUCATION ASSESSMENT SCHOOL CONSTRUCTION AND SCHOOL EXPANSION

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USAID/Jordan Monitoring & Evaluation Support Project
(MESP)

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ACRONYMS

ADS	Automated Directives System
DEC	Development Experience Clearinghouse
EDC	Education Development Council
EDY	Education and Youth Team (USAID)
ERfKE	Education Reform for the Knowledge Economy
FGD	Focus Group Discussion
FY	Fiscal Year
GoJ	Government of Jordan
JOD	Jordanian Dinar
JSP	Jordan School Construction and Rehabilitation Project
JSEP	Jordan School Expansion Project
KII	Key Informant Interview
MESP	Monitoring and Evaluation Support Project (MSI)
MoE	Ministry of Education
MoPWH	Ministry of Public Works and Housing
MSI	Management Systems International
NGO	Non-Government Organization
PTA	Parent Teacher Association
SMC	School Management Committee
SOW	Statement of Work
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

This report presents findings, conclusions, and recommendations from an assessment of the United States Agency for International Development in Jordan's (USAID/Jordan) Education and Youth (EDY) school construction activities.

ASSESSMENT PURPOSE AND ASSESSMENT QUESTIONS

USAID/Jordan requested an assessment of its school construction activities, both new construction and school expansion, and their effects on learning and social inclusion outcomes. This assessment will provide USAID and the EDY team with information needed to plan follow-on strategy and inform future activity designs. Specifically, the assessment examined effects, opportunities, challenges and lessons learned in school construction and school expansion activities on three levels:

1. Effects of construction activities on learning outcomes and school performance
2. Sustainability of different construction approaches in terms of learning outcomes and school performance
3. Effects of construction activities on social inclusion and cohesion outcomes for both students and communities

Specifically, the assessment focused on the effects of construction and expansion on school stakeholders, the sustainability of both approaches, and the degree to which these approaches engender community engagement. This assessment capitalized upon existing quantitative data (through the Government of Jordan) representative of relevant activities within the USAID/Jordan EDY portfolio, as well as in-depth primary data collection activities in a sample of schools. In this way, the assessment will also enhance the ability of USAID and its Implementing Partners (IPs) to collect relevant data for ongoing activity monitoring, baseline, midline and endline evaluations and for program/strategic planning purposes. Overall, the assessment will provide a starting point for USAID to understand the benefits and challenges associated with new school construction and school expansion efforts in different educational and social contexts in Jordan.

The assessment will explicitly answer the following three questions:

1. What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?
2. Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?
3. What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?

PROJECT BACKGROUND

In recent decades, the Government of Jordan (GoJ) has invested heavily in its education system with the intention of increasing its human resource capacity. Through its own ambitions and with the support of international partners, the GoJ has implemented education reform strategies and plans including its

Education Reform for the Knowledge Economy Program (ERfKE), a 10-year endeavor that aims to strengthen Jordan's human resources enabling the country to transition into a knowledge-based economy and serve as a regional technology hub. Though there are still challenges, the GoJ's educational reform efforts have led to an increase in higher literacy, enrollment and completion rates.

Within USAID's Education and Youth portfolio, the agency's partnership with the GoJ and the MoE have focused on investing in education activities to strengthen the public education system, improving quality of education and learning outcomes, and improving access to education and learning environments (which includes construction of newly built schools or expanding school with additional classrooms and facilities). In August 2006, USAID launched the Jordan School Construction and Rehabilitation Project (JSP) to reduce overcrowding in public schools, replace rented and double-shifted schools and provide a safe and more suitable school environment that responded to the needs of the MoE's reform efforts. JSP was developed to support the GoJ's ERfKE program by building 28 new schools and rehabilitate 100 existing schools. With a final budget of \$199 million, JSP established new school design concepts and guidelines to improve the school environment.

In 2014, USAID established the Jordan School Expansion Project (JSEP), a five-year \$100 million project, to renovate and upgrade existing schools and improve the quality, functionality, and layout of educational facilities. These renovations aim to reduce overcrowding and class sizes, accommodate growing enrollment, improve teachers' ability to provide adequate instruction, and facilitate a better relationship between students and the school system. In turn, these changes are expected to facilitate improved academic performance. JSEP is also intended to reduce the need to rent classroom space or hold double shifts in schools that are over capacity. JSEP supports educational infrastructure development through the expansion and rehabilitation of 120 schools. The first 20 schools were fast-tracked on an expedited schedule, all of which have been completed in 2016. The remaining 100 schools are scheduled for construction from 2016 through 2018. Additionally, JSEP includes the construction of 300 kindergarten classrooms and 50 sports facilities.

ASSESSMENT DESIGN, METHODS AND LIMITATIONS

The assessment team relied on both primary and secondary data and used a mixed methods approach, employing both qualitative and quantitative data collection methods. Quantitative data included EMIS data, surveys the team conducted with teachers and students, and a site observation checklist the team conducted at each school site to verify infrastructure and learning environment variables. Qualitative data included semi-structured key informant interviews at the national, directorate, and school levels; and focus group discussions at the school level with parents, teachers, and students.

The team selected 25 schools through purposive sampling, ensuring that the sample varied across criteria categories such as locality (urban, rural), geography (north, central, and south), and gender of schools (male, female, mixed). Through the approach of both qualitative and quantitative data collection methods, the team validated findings by triangulating results and inputs from different data sources.

The team experienced some limitations with this approach. While the team was able to collect data through several different methods, reaching a total of 1551 individuals, the small number of schools sampled, compared to the large number of schools supported by JSP and JSEP means that findings cannot be generalized across both activities. Likewise, the primarily qualitative approach will provide insights into the effectiveness of school construction or school expansion under different conditions, however, it may

not enable calculation of net effects of either activity on student learning and other outcomes. Additionally, during data collection, the team was unable to collect data at one of the schools because it was built in 2009, and none of the current school staff nor teachers were aware of the USAID supported expansion building and could not speak to its effects on the learning environment.

FINDINGS AND CONCLUSIONS

Assessment Question 1: What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?

There was a shared perception among beneficiaries that construction or expansion activities did not contribute to improved student achievement. However, all respondents agreed that school construction or expansion activities led to increased access to school for students. School staff at all expansion schools reported the enrollment demands exceeded their capacity, and that the expansion facilities had not offset overcrowding issues related to refugee populations. Students and teachers reported some changes in pedagogical techniques, classroom management and disciplinary tactics employed by teachers at the schools visited during this assessment. Students and teachers also reported losing valuable instructional time due to infrastructure maintenance issues. Finally, teachers noted they struggled to maintain a sense of professionalism and high morale as they did not have a private or comfortable workspace. The design of new construction/expansion facilities emphasized academic spaces such as classrooms, labs and libraries and to a lesser degree specialized spaces such as multi-use rooms and play areas. While libraries were primarily used as intended, science and computer labs were inconsistently used according to students, teachers, and direct observation by the assessment team.

While beneficiaries feel strongly that JSP/JSEP construction efforts have led to improved access and continued attendance, there are challenges. As enrollment continues to increase, the issue of school size and students per classroom become critical to improving student performance. This is a key point for school administrators, MoE and donors to discuss in order to inform future designs. Further, data indicates that more emphasis should be placed upon maintenance (esp. latrines) and specialized learning spaces (use of labs). Data also indicate that teacher training on technology, classroom management, nonviolent disciplinary support and interactive pedagogical techniques are vital to strengthen links between infrastructural changes and student achievement. Students need effective classroom teachers capable of facilitating the educational process and increasing student achievement. Teachers can be more effective if they are provided an opportunity to work in an improved environment. Students routinely commented that the effects of a poor teacher far outweighed personal motivation to study as well as their need to be comfortable in school.

Assessment Question 2: Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?

Across all respondent types, toilets, water, and insulation and ventilation issues ranked as the top three issues schools faced. When looking at the data specific to the school level, toilets, water, and insulation/ventilation issues remain the top issues affecting schools. Data suggests that causes of maintenance issues varied, however, two common issues affected equipment and facilities the most: misuse or quality of construction and quality of materials used. Respondents cited misuse due to unfamiliarity

with the facilities or equipment (e.g. a flush handle on the toilet versus the more familiar push button). This was more prevalent in urban areas than rural areas. Additionally, while not as common, respondents also spoke about vandalism by outsiders, neighborhood youth, or students themselves. Poor construction quality or quality of materials causing maintenance issues include glass on windows falling on their own, marble trimmings on windows or staircases falling, door handles fall off with the slightest touch. This was equally cited by respondents in both urban area and rural area schools.

Schools have made efforts at addressing their maintenance needs including using funds from their own school budget, making use of the two-year warranty that comes with USAID supported construction activities, and limited cleaning staff. While these are efforts schools made to maintain their learning facilities, they are also causes of concern. Schools' maintenance budgets are limited, ranging from 200+ Jordanian Dinars (JOD) to 2000 JOD. Anything above this amount, the schools must go through a more formal process through requests to the MoE which has added to the long waiting time between when requests are made and when they are addressed. Additionally, the two-year warranty process schools are able to access for USAID supported schools has been described as long and arduous due to the bureaucracy that officials must go through in order to receive maintenance support. The cleaning staff that exists at school is helpful, though not enough to meet the needs of the schools. Other efforts that are being made by schools include having a school director who is willing and able to lead maintenance efforts, either through mobilizing teachers and schools or engaging MoE, and consequently, the MoPWH who manages the contracts with construction companies, to provide timely responses to requests; support from teachers and students, support from the community, or from other donors and NGOs.

Data indicates that while the leadership of the school is key to ensuring that maintenance efforts move forward. There is also a necessity to provide much needed continuous support from the design and construction stages to after the hand-over period, even in the form of continued communication between the various parties (school, directorate, construction companies, and national level actors). Some of the schools are also receiving support through NGOs and other donors. While schools are making efforts to maintain their own schools, the resources they have are neither sufficient nor sustainable in the long-term. Additionally, stakeholders at the national level (USAID, MoE, MoPWH, other donors) have established a donor coordination group and a maintenance sub-working group to address school construction and maintenance concerns.

Assessment Question 3: What aspects of school construction activities account for more effectiveness versus less effective community engagement at the school level? Why?

Schools receive some financial and in-kind support from communities, though communities with more financial resources are able to give more support compared to those that have limited financial resources. Data also suggests that in schools located in tribal areas, there may be less violence and discrimination. This may be due to several factors such as a school located in a tribal community may experience positive reinforcement through support of community members. A school in a tribal community where a school director is from outside of that community, however, may experience some pushback from the local community. For example, parents, teachers, and students may be less willing to accept the school director. Additionally, while there may be more support from the community regarding disciplinary measures, there may also be concerns about potential ramifications beyond the school. For instance, a teacher may find it difficult to discipline a family member's child in his/her class.

Parent teacher associations or other community engagement functions exist at schools, though parents participate more often when it is about their students' academics. Data suggests that at schools where there is an active Education Development Councils (EDC), it has been influential in encouraging community members to be active in schools or having schools be more responsive to community needs. Data also suggests that the use of school space by communities is more often used by parents and teachers for meetings and workshops, however, other uses also exist. At some schools, students and youth in the community may use sports playgrounds after school hours. Occasionally, communities will hold weddings or funerals at the schools as well.

RECOMMENDATIONS

Effectiveness of construction and expansion activities on student achievement

- Align construction/expansion activities with ongoing activities to improve teachers' classroom management skills, positive/nonviolent disciplinary techniques, inclusive pedagogical strategies (in partnership with the MoE, other donors)
- Provide ongoing mentorship to school principals on school maintenance and include related modules in training for new principals
 - Specifically focus on student latrines.
 - Identify innovative, fun ways to motivate school stakeholders (students, teachers, community members and parents) to care for their school environment, including competitions between schools.
- Design follow on training courses/workshops for school staff (teachers, directors) and MoE field directorate officials to appraise their facilities on an ongoing basis to support decision making on school facility planning and construction.
- Design and implement long term evaluation strategy to establish links between construction/expansion activities, changes in teaching practices and student educational outcomes.

School maintenance efforts and sustainability

- Conduct regular follow-up visits to schools to ensure spaces are being utilized as intended and to understand and address newly developed concerns.
- Continue to support schools in their maintenance efforts which could mean working with the MoE and MoPW to ensure appropriate allocation of staff and school maintenance budgets, reducing the bureaucracy that comes with the two-year warranty, or working with other donors and implementers on different maintenance solutions.
- Supervise construction/expansion activities and institute regular reporting requirements from each field directorate in order to compile updates and lessons learned on construction/expansion activities.
- Ensure more communication between schools and communities and construction stakeholders (e.g. USAID and its partners, MoE) so that construction activities meet the needs of schools and communities.
- USAID/Jordan, the MoE and the MoPW (through the Donor Coordination Working Group) should identify clear roles, responsibilities and expectations for both preventative and ongoing school maintenance. Budget availability should be communicated clearly to all parties to facilitate collaboration.

School and community engagement

- Ensure appropriate allocation of school budgets in order for schools to meet the needs of students (e.g. adequate supply of school materials and resources), including building on national strategies to strengthen Private Public Partnerships.
- Develop and coordinate host-community integration support program to decrease the tension between refugee communities, other communities from varying nationalities, and local Jordanian communities. This should include community engagement programs that are based on a thorough understanding of the communities surrounding schools (e.g. tribal communities, high Syrian refugee population areas), particularly because communities differ from each other in varying degrees.
- Implement teacher training programs that tackle corporal punishment or other physical disciplinary measures, build capacity of teacher and school staff to employ alternative disciplinary measures.
- Collaborate with Education Development Councils on school construction activities, and strengthen their role in engaging communities and schools, including after completion of construction activities.
- Coordinate with schools to include community targeted workshops focusing on both parents and students' needs in order to strengthen ties with schools and increase engagement with their children's learning environment.

INTRODUCTION

This report presents the findings, conclusions, and recommendations from an assessment of USAID/Jordan's EDY school construction activities: Jordan School Construction and Rehabilitation Project (JSP) and Jordan School Expansion Project (JSEP). This assessment report contains four sections. The first provides background about the education landscape of Jordan, USAID/Jordan's support to the GoJ's efforts at education reform including the two school construction activities under the purview of this assessment. The second section describes the assessment purpose, questions, data collection and analyses methods, and assessment limitations. The third section presents the assessment team's findings and conclusions for each of the three assessment questions. Finally, the last section presents the team's recommendations.

PROJECT BACKGROUND

Public education in Jordan is free for all primary and secondary school students and compulsory for Jordanian children up to the age of 15. The pre-tertiary education system in Jordan is managed by the Ministry of Education (MoE) and comprises of three levels: 1) early childhood education (ECE) which consists of kindergartens 1 and 2; 2) compulsory basic education, which includes the primary and lower secondary levels (grades 1-10); and 3) upper secondary education level (grades 11 and 12) which is streamed into academic and vocational tracks (World Bank, 2017).

Over the last few decades, the Government of Jordan (GoJ) has placed great emphasis on education, investing heavily in its education system, in order to capitalize on its vast human potential. In 1960, the overall school enrollment rate for primary and secondary levels was only 47 percent (King Hussein Office). In 1994, the primary gross enrollment rate had risen to 71 percent, and increased to 99 percent in 2010 (World Bank, 2017). Additionally, transition rates from primary school to secondary school increased from 63 percent to 79 percent between 1999 and 2006 putting additional stresses on existing educational institutions (World Bank, 2017).

Through the GoJ's continued efforts and its collaboration with international partners, data in recent years show an increase in completion rates for secondary education as well as improvement in literacy rates. In 2015, the lower secondary completion rate reached 81.2 percent (79.7 percent for male students and 82.7 percent for female students) and the literacy rate for youth (aged 15-24) reached 99.2 percent (99.1 percent for male students and 99.4 percent for female students) (Save the Children, 2017).

While Jordan has seen an increase in higher literacy, enrollment and completion rates; and a decrease in gender disparities compared to previous years, there are still challenges to overcome. The education sector continues to face multiple challenges including capacity to provide quality education.

EDUCATION REFORM

The Hashemite Kingdom of Jordan's vision for education is that Jordan "has the quality competitive human resource systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skills workforce" (MoE Strategic Plan 2010 – 2014). To achieve this vision, the Government of Jordan has implemented several strategies, including Education Reform for the Knowledge Economy initiative (ERfKE). ERfKE builds on the MoE's progress made through the 2002 Vision for the

Future of Education in Jordan. ERfKE is supported by multiple international donors including the World Bank, USAID, German Development Bank, Kreditanstalt für Wiederaufbau (KfW), European Union (EU), Canadian International Development Agency (CIDA), Arab Fund, European Investment Bank (EIB), and Islamic Bank. International and national frameworks provide guidance for ERfKE, including The UN Millennium Development Goals, UNESCO Education for All, the National Agenda 2006 – 2015, the GoJ National Education Strategy, and the Ministry of Education Strategic Plan 2009 – 2013. ERfKE aims to strengthen Jordan’s human resources to support its transition into a knowledge-based economy and a hub for technology in the region. The initiative is a 10-year endeavor that is being implemented in two phases. Phase 1 began in 2003 and phase 2 began in 2008 and involves efforts to shift education policies towards early childhood, basic, and secondary education. The following are ERfKE’s components:

- Reorienting education policy objectives, reforming governance and administrative systems
- Transforming education programs and practices to achieve knowledge economy relevant learning outcomes
- Supporting provision of quality physical learning environments
- Promoting learning readiness through expanded early childhood education
- Transform vocational education to produce labor market relevant skills

USAID-SUPPORTED EDUCATION ACTIVITIES

Since the 1950s, USAID has partnered with the GoJ and the MoE to invest in Jordan’s public education. USAID supported education activities have focused on strengthening the public education system, improving quality of education and learning outcomes, and improving access to education and learning environments (which includes construction of newly built schools or expanding school with additional classrooms and facilities). Table I below highlights two school construction activities within USAID/Jordan’s Education and Youth portfolio and which have been selected for this assessment through close collaboration with USAID.

TABLE I. SCHOOL CONSTRUCTION ACTIVITIES UNDER PURVIEW OF THIS ASSESSMENT

Activity Name	Brief description	Implementing Partner	Period of Performance	Budget
Jordan School Construction and Rehabilitation Project (JSP)	Construct and furnish 28 new public schools, rehabilitate 100 existing schools.	Camp Dresser and McKee International (CDM)	2006 – 2013	\$199 million (initial budget was \$50 million, but due to financial crisis and cost of materials, budget increased)
Jordan School Expansion Project (JSEP)	Expand 120 schools, 20 of which are fast track, construction of 300 kindergarten classrooms and 50 sport and activity facilities.	Bitar Consultants	2014 – 2018	\$80,000,000 Increased to \$120,000,000

In August 2006, USAID launched the Jordan School Construction and Rehabilitation Project (JSP) to reduce overcrowding in public schools, replace rented and double-shifted schools and provide a safe and more suitable school environment that responded to the needs of the MoE's reform efforts. JSP was developed to support ERfKE's third component (provision of physical learning environment) by building 28 new schools and rehabilitate 100 existing schools. JSP established new school design concepts and guidelines to improve the school environment. The initial budget for JSP was \$50 million, however, due to contextual issues at the time of implementation (e.g. financial crisis, and increased cost of materials), the budget increased to \$199 million.

In 2014, with the Jordan School Expansion Project (JSEP), USAID established the five-year \$100 million project to renovate and upgrade existing schools and improve the quality, functionality, and layout of educational facilities. These renovations aim to reduce overcrowding and class sizes, accommodate growing enrollment, improve teachers' ability to provide adequate instruction, and facilitate a better relationship between students and the school system. In turn, these changes are expected to facilitate improved academic performance. As with JSP, the Jordan School Expansion Project (JSEP) was also intended to reduce the need to rent classroom space or hold double shifts in schools that are over capacity. JSEP supports educational infrastructure development through the expansion and rehabilitation of 120 schools. The first 20 schools were fast-tracked on an expedited schedule, all of which were completed by 2016. The remaining 100 schools are scheduled for construction from 2016 through 2018. Additionally, JSEP includes the construction of 300 kindergarten classrooms and 50 sports facilities.

ASSESSMENT PURPOSE AND ASSESSMENT QUESTIONS

ASSESSMENT PURPOSE

USAID/Jordan requested the Jordan Monitoring and Evaluation Support Project (MESP) team undertake an assessment to inform their school construction activities. As part of this assessment, the team specifically looked at new construction and school expansion as well their effects on learning and social inclusion outcomes. Specifically, the assessment examined effects, opportunities, challenges and lessons learned in school construction and school expansion activities on three levels:

1. Effects of construction activities on learning outcomes and school performance
2. Sustainability of different construction approaches in terms of learning outcomes and school performance
3. Effects of construction activities on social inclusion and cohesion outcomes for both students and communities

This assessment will provide USAID and the EDY team with information needed to plan follow-on strategy and inform future activity designs. Overall, the assessment will provide a starting point for USAID to understand the benefits and challenges associated with new school construction and school expansion efforts in different educational and social contexts in Jordan. Specifically, the focus will be on the effects of construction and expansion on school stakeholders, the sustainability of both approaches, and the degree to which these approaches engender community engagement. This assessment will capitalize upon existing quantitative data (through the Government of Jordan) representative of relevant activities within the USAID/Jordan EDY portfolio, as well as in-depth primary data collection activities in a sample of schools. In this way, the assessment will also enhance the ability of USAID and its Implementing Partners

(IPs) to collect relevant data for ongoing activity monitoring, baseline, midline and endline evaluations and for program/strategic planning purposes.

ASSESSMENT QUESTIONS

The assessment will explicitly answer the following three questions:

1. What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?
2. Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?
3. What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?

ASSESSMENT METHODS AND LIMITATIONS

The team approached the EDY School Construction and School Expansion assessment by observing and documenting the effects of school construction on learning and social outcomes by examining student performance and attitudes of relevant stakeholders. Based on discussions with USAID/Jordan, the team selected schools that were supported through the JSP and JSEP activities.

SAMPLE SIZE

In collaboration with USAID, the team purposively selected (e.g. quota sampling) a sample size of 25 schools to assess. The selection of schools was based on several criteria including gender of the schools (male, female, mixed), locality (urban, rural), geography (north, central, south), length of time (all selected schools were less than 10 years post intervention), and intervention type (JSP, JSEP) to ensure variation in the sample by important criteria potentially related to program outcomes. Table 2 below provides detailed information on the number of schools selected and which of the criteria categories with which they were aligned.

TABLE 2. SCHOOLS BY KEY CRITERIA

Type	North Urban	Rural	Center Urban	Rural	South Urban	Rural	Total
Males	1	2	3	1	1	1	9
Females	2	0	1	1	0	0	4
Mixed	3	1	2	2	2	1	11
Total	6	3	6	4	3	3	25

APPROACH

The assessment used a mixed methods approach combining quantitative data (from EMIS database, teacher and student surveys, and site observation checklists conducted on each school visit) and qualitative data (from key informant interviews with school directors, counselors, directorates, and national level stakeholders; focus group discussions with students, teachers, and parents and community leaders). The data collection team conducted field work activities together the first two weeks ensuring real-time discussion and timely solutions to any challenges or other issues related to data collection activities and ensure a standardized response across the assessment team. The team, then, split into two groups for the last three weeks of data collection in order to more efficiently cover wider geographic ground. One team collected data from schools located in the central and northern areas while the second team traveled to the south.

DATA COLLECTION METHODS

Desk review – To inform the assessment design and data collection instruments, the team conducted a desk review of relevant USAID supported activity documents, including JSP and JSEP documents, national and international literature on education in Jordan, specifically those on school environments and learning outcomes, overcrowding, and impacts on learning and social outcomes, best practices in school construction and expansion, and the education and learning context within Jordan; GoJ's education strategies and plans, and other relevant education related documents including past assessments and other publicly available documents (reports from USAID, World Bank, GIZ, etc) on the current state of public schools in Jordan. For a full list of documents reviewed see Annex III.

Key informant interviews (KIIs) were conducted with national level stakeholders (including USAID, IPs, MoE, and other donors) as well as those at the directorate and school levels. For a list of KII respondents, see Annex III. For the KII data collection tool, see Annex II. KIIs helped gain insights into the factors behind any change in student and school performance. These interviews also provided programmatic context, insights into ongoing program challenges and opportunities, lessons learned to help inform EDY on their future programming or changes in ongoing programs.

Focus group discussions (FGDs) were conducted with stakeholders at the school level, including students, teachers, and parents and community leaders. See Annex II for the FGD data collection tool. The team conducted FGDs to gain in-depth understanding of the collective experience of primary and secondary beneficiaries. Through these discussions, the team aimed to understand factors that affecting school performance and other differential effects of school construction or expansion on various stakeholders.

Surveys were conducted with teachers and students at each school the team visited in an effort to gauge the perspectives of a larger number of beneficiaries within and across schools. For survey data collection tools see Annex II. Participants were randomly selected, accounting for a balance between gender and grade where possible (e.g. at larger sized schools). Surveys included questions on teacher and student perception of safety and security, quality of school infrastructure, and degree to which new facilities have alleviated pre-existing challenges (e.g. overcrowding, maintenance of new facilities, community involvement and support).

Site observation checklists were conducted at each school. Observations included infrastructure and learning environment variables. The team observed whether the schools were being used as intended and their general level of upkeep and maintenance.

TABEL 3. SUMMARY OF DATA COLLECTED

Data Collection Method	Total N	Male	Female
Checklist Site Observation	N=24		
Teacher Surveys	N=69	23 M	46 F
Student Surveys	N = 1021	367 M	654 F
Teacher FGDs	N = 121	32 M	89 F
Student FGDs	N = 194	75 M	119 F
Parent/Community leaders FGDs	N = 90	37 M	53 F
KII (School)	N = 31	17 M	14 F
KII (National)	N = 25	13 M	12 F

PILOT

Once the data collection tools were near finalized, the team conducted a pilot test of the draft data collection tools to ensure their appropriateness to the study. The pilot test also offered the team a critical opportunity to ensure acceptable inter-rater reliability in qualitative data collection techniques and standardize administration of the quantitative tools. This was key as the assessment team separated into two groups for the majority of data collection activities. The school visited during the pilot test was first supported by USAID/Jordan almost 10 years ago. Neither teachers nor students were able to speak to the effects of construction/expansion activities on key student outcomes or changes in the learning environment. However, some important information was collected on sustainability of the construction/expansion activities at that school, most notably that the expanded facilities were not available for teaching and learning activities and were being used as a storage space for the MoE. Based upon the learning from this pilot test, the assessment team expanded the sampling approach to ensure the team visited at least 5 schools where construction/expansion took place more than 5 years ago to assess whether such sustainability challenges exist in other schools.

VALIDATION WORKSHOPS

Upon finalizing data collection, the team conducted a presentation of the preliminary findings and conclusions with USAID/EDY and a validation workshop with USAID, the MoE (both field directorate and national level actors), and the MoPWH. The workshop enabled the team to share and engage in dialogue on preliminary findings and conclusions with the above stakeholder groups. It also offered stakeholders the chance to co-create preliminary recommendations for future school construction related programming.

DATA QUALITY ASSURANCE

To assure quality of data collection, the team allocated one member of the team to take real time notes during data collection activities. Other members subsequently reviewed and provided additional inputs or corrections to the notes to ensure it accurately reflected everyone's understanding of topics discussed during the interviews. In addition to the notetaking, the team recorded all interviews, with the permission of the respondents, which provided more assurance of data quality. Final transcripts were cross-checked against audio recordings to ensure completeness and accuracy prior to data coding. Additionally, the team debriefed at the end of each day immediately following the school visit, reviewing highlights from the day's interviews.

DATA ANALYSIS

Data gathered through onsite observations and interviews at the 24 schools the team visited were complemented by secondary data gathered from EMIS on all schools supported by JSP and JSEP. Data entry templates for all qualitative data collection activities were developed, ensuring standardization across the assessment team. These templates, and accompanying guidance, focused on how to efficiently summarize interview notes and assure that the field interviews covered all pertinent points at the end of each week of fieldwork. After completion of data collection, the assessment team synthesized the primary and secondary data collected.

Quantitative analysis was conducted on key variables related to student-teacher ratios, school infrastructure, overcrowding, and student education outcomes such as attendance and achievement, where possible. Comparisons (frequencies, cross tabs and other descriptive statistics) were calculated by school gender, locality and geography. When appropriate, teacher and student data were disaggregated by gender and school level (e.g. primary or secondary schools).

The data was analyzed with attention to the generation of specific and actionable recommendations for USAID and the EDY team to ensure continued quality in school construction and expansion activities. For qualitative data analysis, the team used MaxQDA, a software program that allowed for a systematic coding and analyses of interview notes and enabled easier quantification of findings. For quantitative data, the team entered data from the paper surveys into excel spreadsheets, which allowed for easier data cleaning and analysis. For additional information on the data collection and analysis methods, see the Getting to Answers (G2A) Matrix in Annex II.

LIMITATIONS

Limitations of the assessment include:

- The team requested EMIS data on schools supported by JSP and JSEP, however, the team received data on school and student variables that did not include student learning outcome data. The team has made subsequent requests for the student achievement data. To date, the MoE has responded to these requests, though the data is still incomplete. We will continue to work with the MoE and process the additional data as it arrives. If the data are relevant and usable, the results will be included as an annex to this report.
- As this is an assessment (and not an evaluation), and the qualitative data will be complemented by a comprehensive quantitative analysis of EMIS data for all schools supported by JSP and JSEP, a

smaller sample size should not undermine the validity of results. Findings will be specific to the contexts in which data have been gathered.

- A primarily qualitative approach may not enable the evaluation team to calculate the net effects of JSP and JSEP effects on student learning and other outcomes but will provide greater insights into effectiveness of school construction or school expansion under different conditions.
- The small number of schools sampled for qualitative data collection and school visits, compared to the large number of schools supported by JSP and JSEP, means that findings cannot be generalized across both activities.
- A pilot test of the draft data collection tools was conducted in March 2018, the results of which pointed towards an expanded sampling approach. As previously stated, the school the team visited was constructed more than 10 years ago, and current school staff were not able to speak on the effects of the school construction on learning outcomes. To mitigate this, the assessment team amended its sampling approach to ensure the team visited at least 5 schools where construction/expansion took place more than 5 years ago to assess whether such sustainability challenges exist in other schools.
- The team initially selected 25 schools from which to collect data, ensuring that the sample included schools built during the span of USAID support from 2009 to 2016. During data collection, however, the team was unable to collect data from one of the schools due to a similar situation discovered during the pilot test. The school expansion was built in 2009, and none of the current teachers or school management staff were employed during the construction and were unaware of the USAID supported expansion.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS AND CONCLUSIONS

Assessment question 1: What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?

The primary focus of this question was on the effects of school construction and expansion on student achievement, and any differences in these activities in fostering students' abilities to learn and thrive in school. Analysis for this question draws on both quantitative (EMIS, surveys with teachers and students) and qualitative (FGDs and KIs with students, teachers, parents/community members, MoE officials at the national and field directorate levels) data.

EMIS data related to student achievement was not made available to the assessment team. Previous studies on factors contributing to student achievement have pointed to the importance of variables such as access to schools, student safety and violence within schools, the presence and quality of teaching and learning materials as well as teachers' sense of satisfaction with their physical surroundings. For example, studies show that ambient environmental conditions such as temperature, ventilation, lighting, color and noise level, contribute towards the comfort of students, teachers and school staff alike, which can in turn impact their behavior (O'Neill, 2000). Student behavior in particular is often directed by how they perceive their surroundings, including their physical environment (Maiden & Foreman, 1998). For example, some studies (Earthman and Lemasters, 1996; McGuffey, 1982) found that the warmth of a classroom is a critical driver of children's wellbeing, including attention span.

While often not within the remit or control of construction and infrastructure focused projects, these intervening variables can strongly shape a student's day to day experience in school and influence whether a student is able to learn in school. As such, in order to provide a comprehensive response to the first assessment question, our analysis is structured in the following way:

- overview of the overcrowding issue facing USAID supported schools more broadly and in our assessment sample;
- effects of construction and expansion on student achievement;
- intervening variables (voiced as priorities by school level stakeholders) that are generally outside the control of construction and expansion projects:
 - teaching practices and disciplinary methods;
 - students' access to school and drop out;
 - violence within schools and tribalism within communities;
 - students' comfort in schools and adequacy of learning materials; and
 - teachers' comfort in schools and satisfaction with the learning environment.

USAID/JORDAN APPROPRIATELY TARGETS OVERCROWDED SCHOOLS

As described earlier in this report, the assessment team requested a comprehensive set of EMIS data over the past 7 years from the MoE. Data that were ultimately received was compiled in three ways:

- MoE EMIS (2014 – 2015): Data for all the schools in Jordan for the 2014-2015 academic year.
- Intervention Schools: Data for 185 schools that have received USAID intervention, including construction and expansion.
- Sampled Schools: 25 schools that were sampled for the purposes of this assessment.

The assessment team relied on 2014-15 data as this was the only year for which we had a complete data set. This was not conducive to measuring change over time but did provide a useful snapshot for attendance, enrollment and other issues related to student achievement and the general environment of some of the schools in our assessment sample. This information also helped to establish the external validity of our sample, compared with the broader population of USAID-supported schools.

Establishing the degree to which these classrooms are overcrowded also helps us to flesh out potential teaching and learning issues that may exist in USAID-supported schools, a key moderating factor between school construction/expansion and student learning outcomes.

As Figures 1 – 5 below indicate:

- The sample for this assessment is relatively comparable to both USAID supported schools, suggesting external validity of our sample to both groups (not presented – by gender and locality).
- On average the intervention schools that received USAID support are more over-crowded. This confirms USAID's intention to provide infrastructure related support to these schools to alleviate overcrowding issues. This is also true of our sampled schools, though slightly less than the overall intervention schools.

- Urban schools tended to have higher teacher-student ratios compared with rural schools. This was comparable across expansion schools as well as newly constructed schools within urban and rural localities.
- There appear to be no differences in average numbers of students per classroom in first or second shifts, when compared across new or expansion schools.

FIGURE 1. AVERAGE STUDENTS PER CLASSROOM (2014-15)

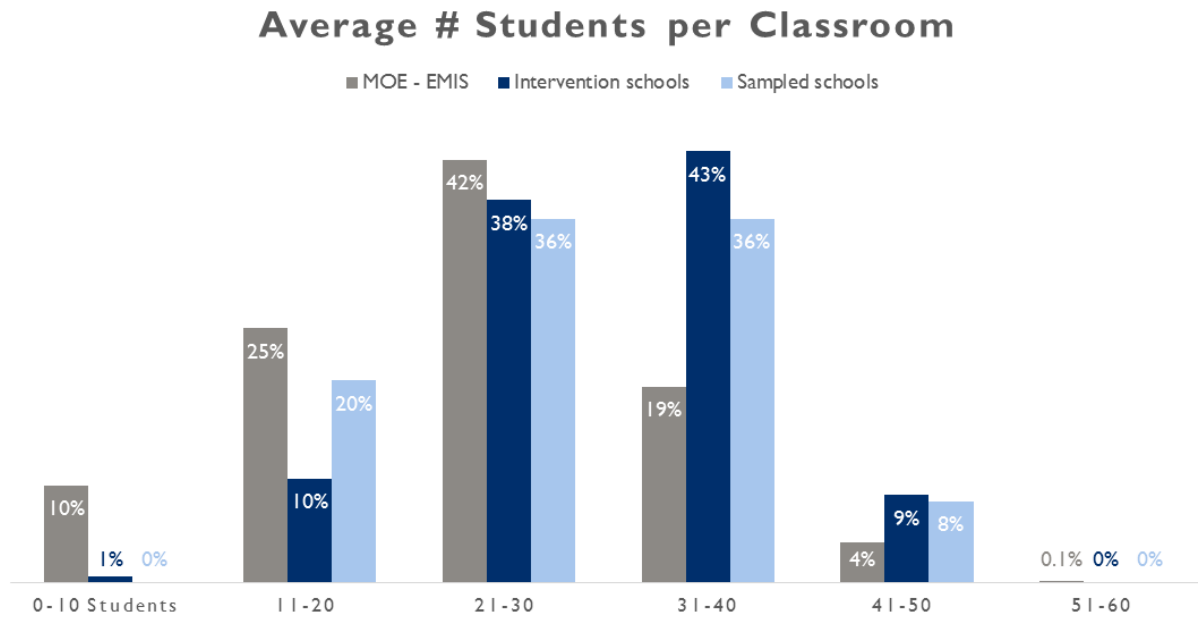


FIGURE 2. AVERAGE STUDENTS PER CLASSROOM BY LOCALITY (2014-15)

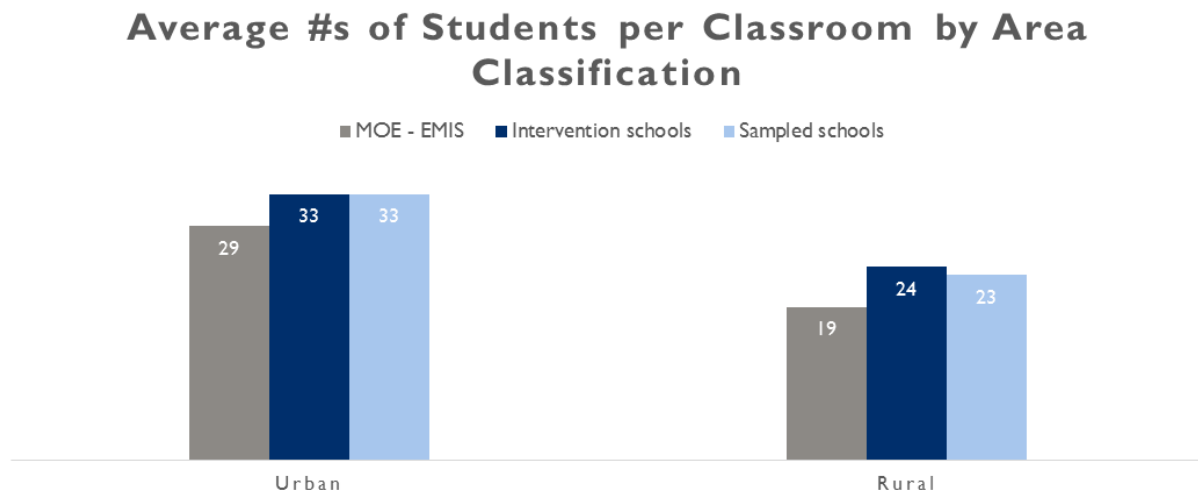


FIGURE 3. AVERAGE STUDENTS PER CLASSROOM BY ACTIVITY TYPE (2014-15)

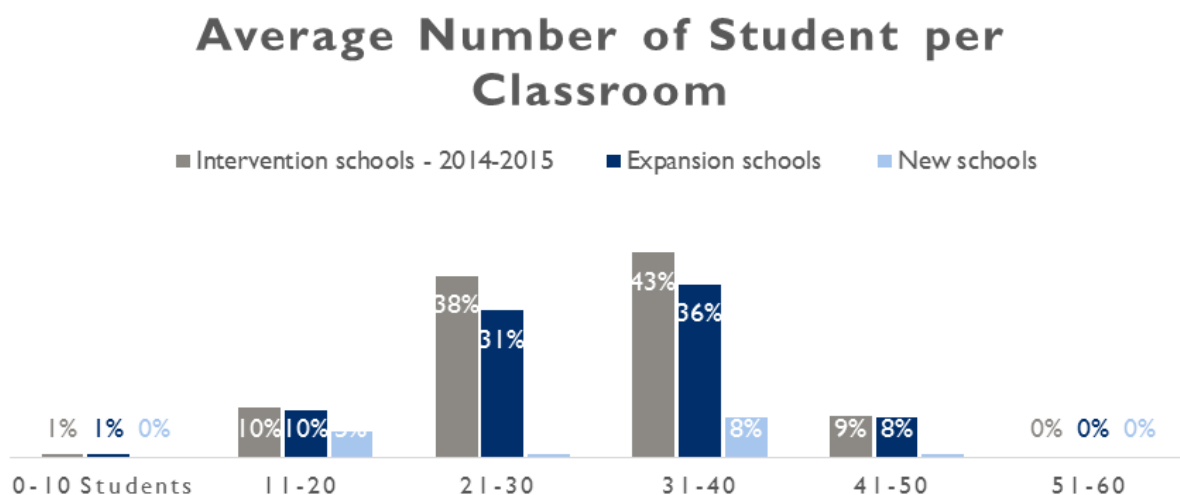


FIGURE 4. AVERAGE NUMBER OF STUDENTS PER CLASSROOM BY ACTIVITY TYPE AND LOCALITY (2014-15)

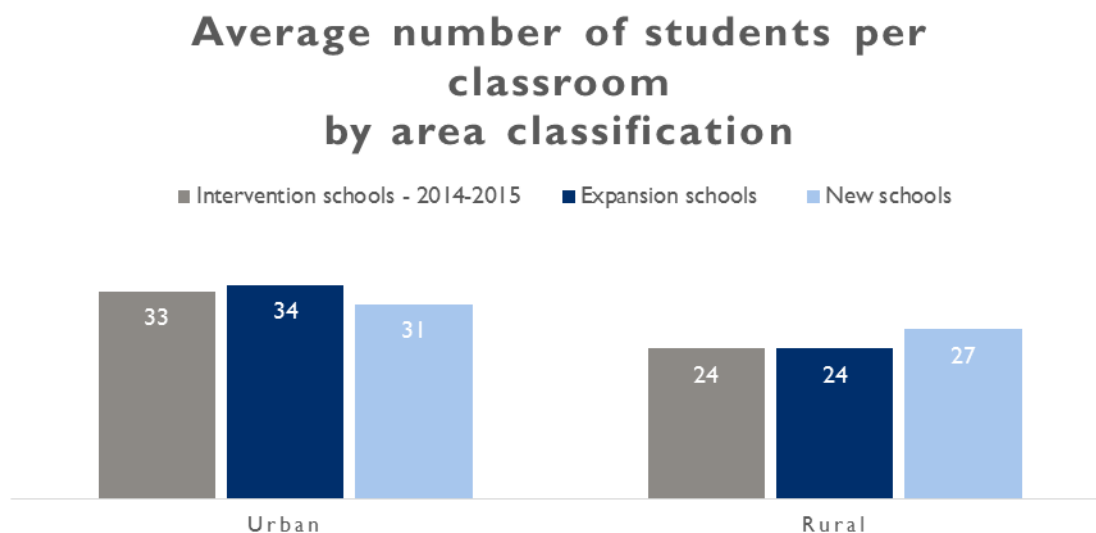
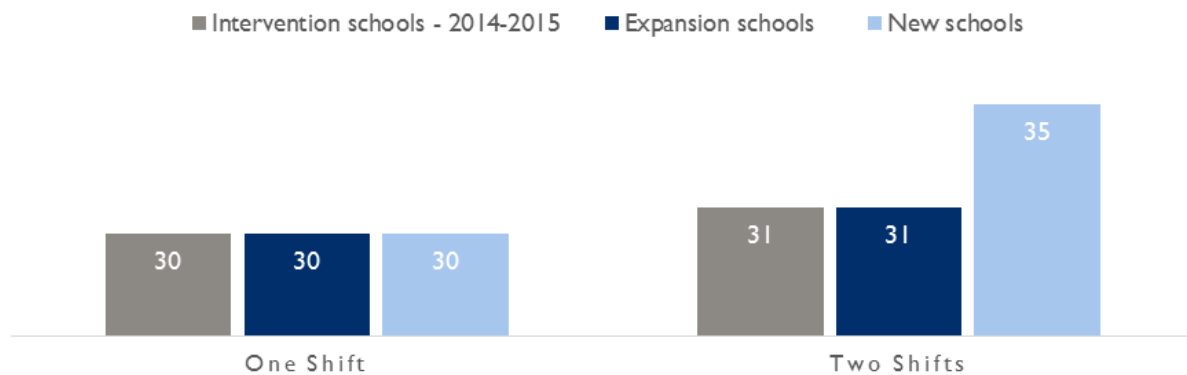


FIGURE 5. AVERAGE NUMBER OF STUDENTS PER CLASSROOM BY ACTIVITY TYPE AND SCHOOLS SHIFTS (2014-15)

Average number of students per classroom by school shifts



Based on the EMIS data our team received, there were slightly more students per classroom in schools in urban areas, and slightly more students in classes at schools where there are two shifts. None of the rural schools included in our assessment sample had more than one shift.

Qualitative data confirmed these early trends in overcrowding demonstrated by the EMIS analysis. School staff at all schools in this assessment reported problems related to overcrowding. School directors of newly constructed schools further stated that with the new construction, the requests for enrollment from both parents/local communities and from the field directorates were difficult to manage and forced them to exceed MoE-established limits on the numbers of students per classroom (in some instances, upwards of 45 students per class). A teacher in an urban school in the north noted “Even in the new extension each classroom contains up to 55 students, but they are supposed to contain 35 students. In terms of layout, the optimum one is to have space between desks so that teachers can actually walk around. The new extension did not solve overcrowding for the big numbers of students.”

“In this district we have an overload of people, including Syrian refugees. We don’t have an ideal classroom because of crowding. Regarding to expansions, it reduced the overload but it hasn’t finished the problem.”

Chief of Community Engagement,
secondary female school, Central
Governorate

INSUFFICIENT EVIDENCE TO DETERMINE EFFECTS OF SCHOOL CONSTRUCTION AND EXPANSION ON STUDENT ACHIEVEMENT

Achievement data through Jordan’s EMIS were requested but not made available to the assessment team. In lieu of quantitative achievement data, during school visits, the assessment team asked school-level stakeholders, as well as MoE/GoJ officials, to discuss any changes in student achievement and related issues such as access, safety and comfort, general wellbeing as a result of school construction and expansion activities. Several issues surfaced during our school visits, including: the presence and sufficiency of teaching and learning material, pedagogical techniques employed in classrooms and teachers’ use of nonviolent disciplinary techniques – factors that are significantly associated with student’s abilities to learn in school. We also surveyed teachers to document their perceptions on whether environmental changes

had an impact on key student outcomes such as dropping out, violence, and performance. While these factors are not usually within the remit of school construction projects, we focus on them in this report because school level stakeholders noted these were priorities. Further, while this assessment did not establish any causal linkages between environmental changes and student achievement or other key outcomes, a review of extant literature on associations between school facilities and student performance suggests that when the learning process is at the core of design priorities, there is a significant likelihood that the facility will positively influence performance (Blair, 1998). Chan (1996) clarifies that poor learning facilities can foster negative attitudes just as exceptional designs may bolster achievement. For example, the majority of school directors and teaching staff interviewed during this assessment reported that the expansion facilities supported by USAID/Jordan relied upon outdated designs and furniture (e.g. immovable desks, poorly ventilated classrooms) that no longer reflected the teaching and learning needs of teachers and students at these schools.

Interviews with school leadership and teaching staff, students and parents revealed that in all but one case, the shared perception was that construction or expansion activities did not contribute to improved student achievement. The primary reason for this appears to be that there have been minimal changes in pedagogical techniques, classroom management or disciplinary tactics employed by teachers at the schools visited during this assessment. Further, in all schools visited, students and teachers reported losing valuable instructional time due to infrastructure maintenance issues (discussed later in this report; e.g. moving chairs from one classroom to another due or from the expansion building to the older structure), which could have an actual effect on achievement, or on beneficiary perceptions that there were no improvements to student achievement.

INTERVIEWING VARIABLES THAT EMERGED AS PRIORITIES

As noted earlier, several issues surfaced as key priorities for school-level stakeholders in this assessment. Some of these variables are within the direct purview of construction and expansion activities while others are not but remain important contributors to student achievement, a priority outcome for USAID/Jordan and this assessment (as established by extant research).

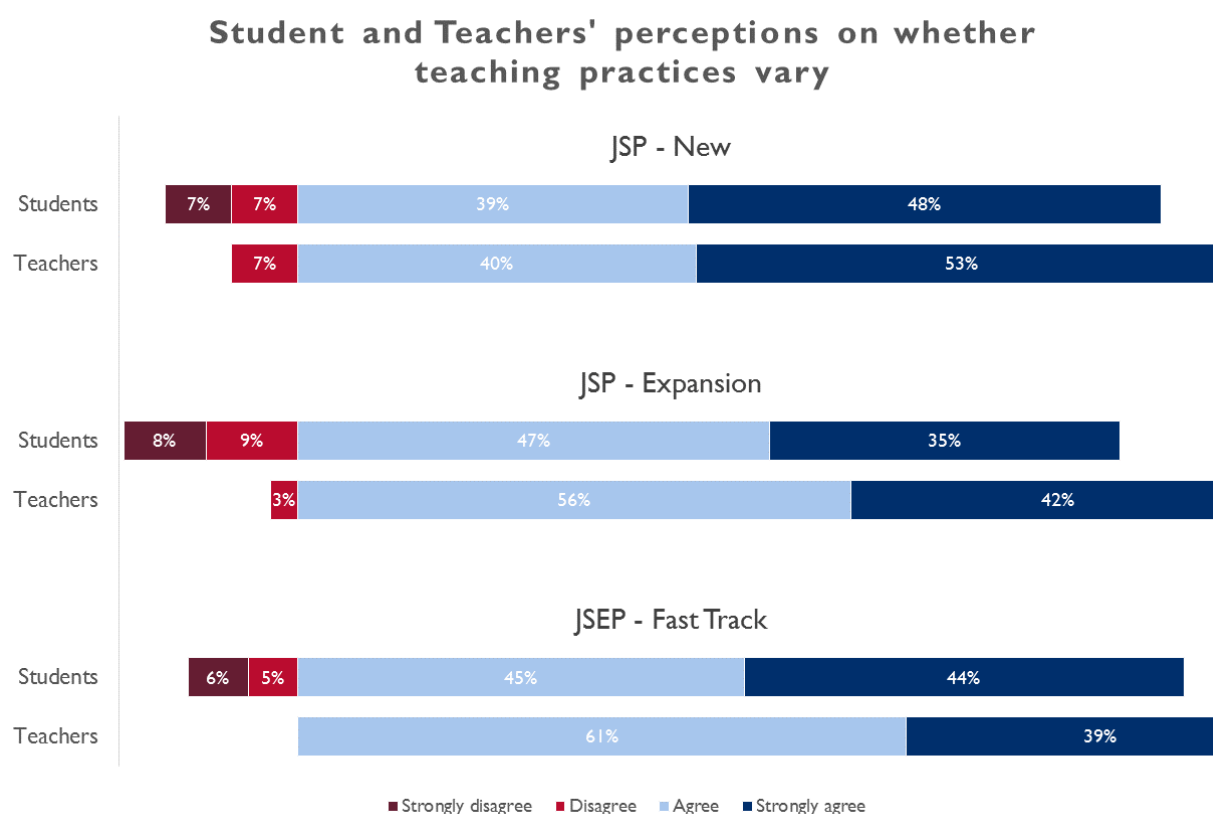
In large part, JSP and JSEP have contributed towards creating school environments that have motivated many students to learn and to feel comfortable on the school grounds. Activity beneficiaries, especially in rural environments, felt strongly that construction efforts have led to improved access and continued attendance. When asked about their impressions of the newly constructed school structures, many students reported high levels of satisfaction in having permanent classrooms with tile floors, water and electricity on the premises, and dedicated bathrooms. The principal and teachers at one secondary school told a story of how she encouraged students to compete with one another at the time of the construction of expansion facilities, explaining that if they did not do well, they would not be able to attend classes in the new classrooms. In almost all of the expansion schools visited in this assessment, school directors often relegated older students to the expansion classrooms, explaining that the older students could take better care of the new facilities and were more responsible. As a result, students in these particular schools were motivated to stay in school and progress through their classes in order to have class in the expansion classrooms (as reported by students and teachers during focus group discussions). Student drop out due to cultural and economic pressures in rural schools remains an issue.

CONSTRUCTION AND EXPANSION ACTIVITIES BOLSTER TEACHING PRACTICES AND NON-VIOLENT DISCIPLINARY METHODS

This assessment also explored teachers' pedagogical styles and behaviors and disciplinary techniques (e.g. reliance on corporal punishment, positive discipline) because they can strongly influence a student's experience in their learning environment and whether they are able to learn.

Figure 6 below suggests that over two-thirds of students and teachers alike believe that teachers employ varied techniques in classes (e.g. use of whiteboards, more group work) with the new or expanded facilities. This proportion is slightly higher in new schools and fast track schools, where additional capacity building services were offered to teachers in addition to the infrastructural changes. All school directors shared an understanding that USAID's designs were meant to support a shift in instructional strategies, including the installation of modular furniture, flexible floor plans, electronic chalkboards, and expanded networking capabilities. However, students and teachers interviewed in the majority (over 90%) of schools in this assessment reported no or minimal changes in pedagogical approaches and did not perceive there to be any changes in student achievement as a result of construction or expansion.

FIGURE 6. STUDENT AND TEACHER PERCEPTIONS ON WHETHER TEACHING PRACTICES VARY (BY ACTIVITY TYPE)

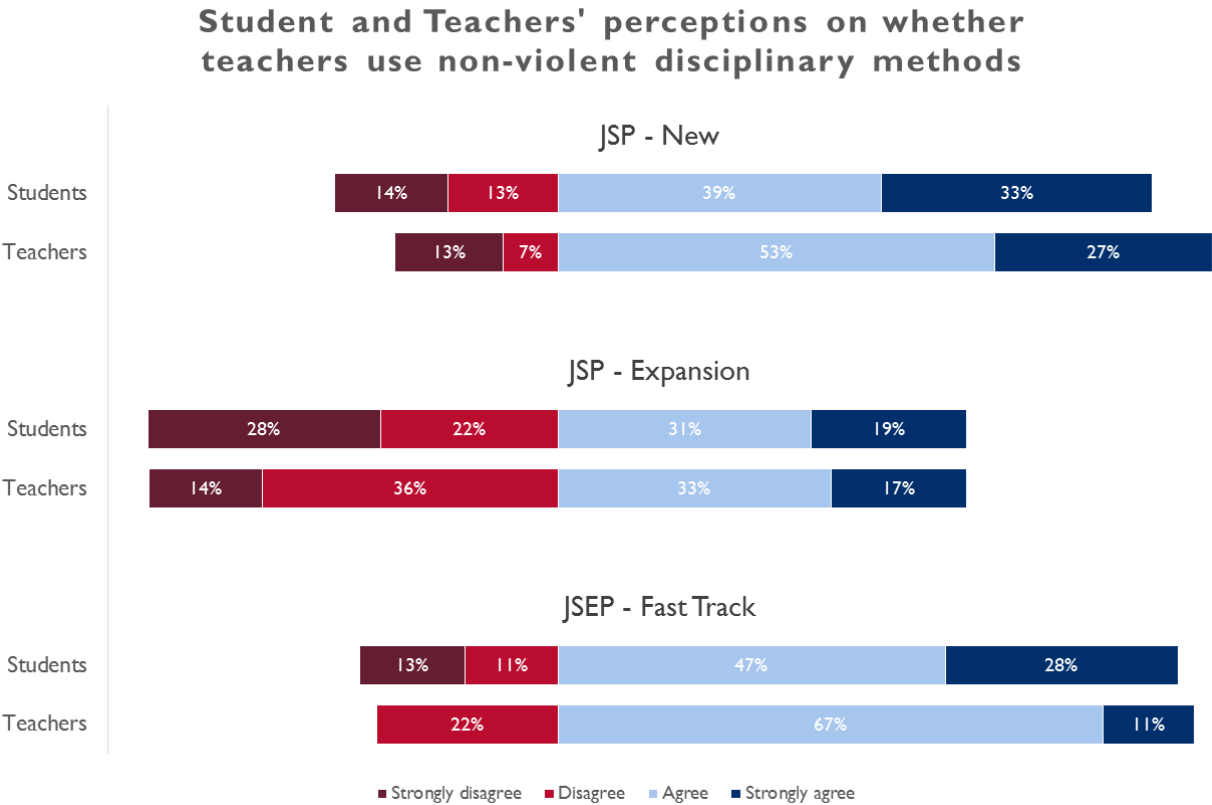


Interviews and focus group discussions with almost all students, teachers and parents/community members in this assessment pointed to positive associations between the infrastructural improvements USAID/Jordan has supported and perceptions of students' sense of safety and wellbeing in their learning environments. For example, teachers spoke to feeling more relaxed as they could move around

classrooms unencumbered and better support students’ learning needs during classroom activities. Teachers felt they did not need to rely as much on corporal punishment to manage student behavior, further noting that students were also better able to focus on their lessons in well ventilated, brightly lit and more spacious classrooms.

As Figure 7 below presents, over two-thirds of teachers in new schools and fast track schools report using non-violent disciplinary measures. Teachers’ reliance on non-violent disciplinary measures may not be directly attributable to expansion or construction alone and could be due to the additional capacity building services offered to school staff as a part of the JSP and JSEP Fast Track activities. Students surveyed similarly agreed that teachers relied less on physical disciplinary measures and more on non-violent methods.

FIGURE 7. PERCEPTIONS ON WHETHER TEACHERS USE NON-VIOLENT DISCIPLINARY MEASURES BY ACTIVITY TYPE.

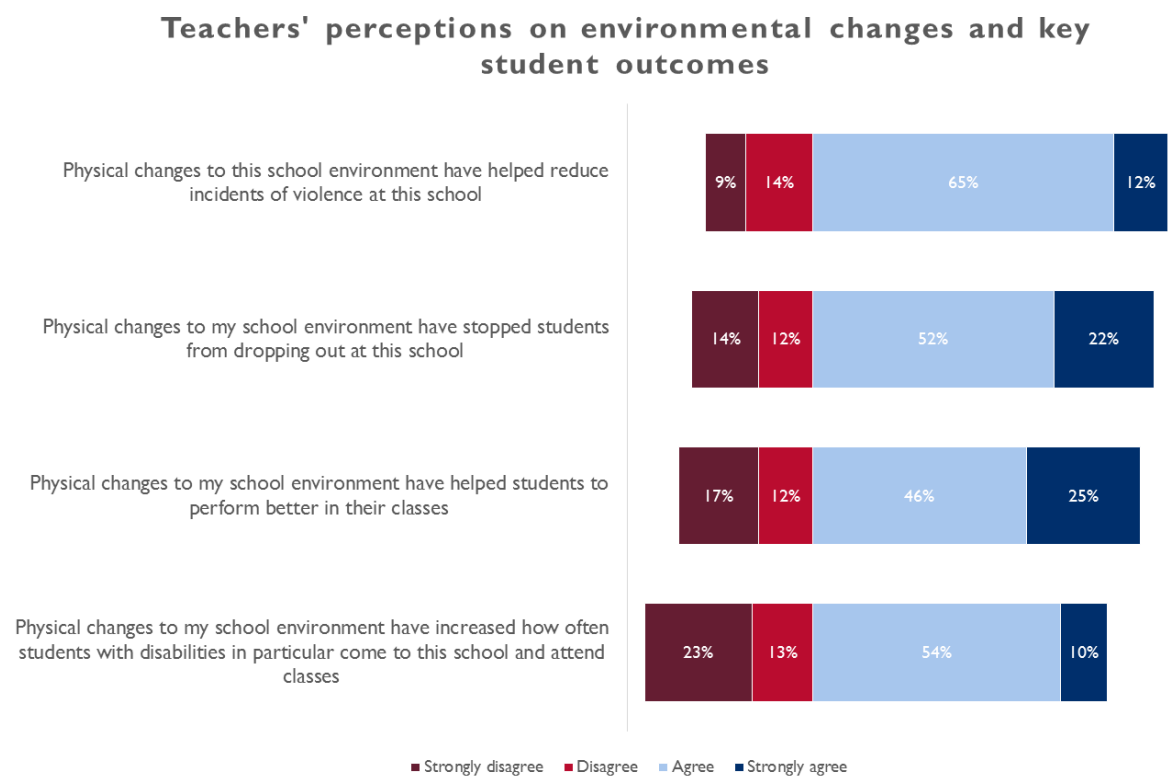


While teachers’ disciplinary practices are outside the original objectives of construction projects such as JSP and JSEP, as stated earlier, our team feels it is important to report findings related to changes in disciplinary practices because they were noted as critical issues underpinning whether students felt safe and comfortable, enjoyed their learning environment and desire to attend classes. Extant research has demonstrated each of these intervening variables to have significant links with student performance. We asked teachers to report on whether environmental changes had a demonstrable impact on a range of related student outcomes. Figure 8 below suggests that the majority of teachers surveyed in this assessment believe that environmental changes had a positive impact on key student outcomes. When further analyzed by locality, level and gender of school and activity type, 70% of teachers or more

consistently reported they believed environmental changes had helped reduce incidents of violence in their school, stopped students from dropping out in their school and helped students to perform better in their classes.

Statistical associations or causal links between teachers’ disciplinary practices and student achievement could not be established in this assessment. However, qualitative data indicated that students largely felt safe in these learning environments, enjoyed a sense of closeness with their teachers (particularly female students in secondary school who, as an example, remarked their teachers were “like sisters”). Male and female primary students did not voice any particular concerns about the overall effectiveness of their teachers. Only a small portion of secondary level students advanced a negative response when the discussion turned to teaching qualifications.

FIGURE 8. TEACHER PERCEPTIONS ON WHETHER ENVIRONMENTAL CHANGES IMPACTED STUDENTS OUTCOMES



EFFECTS OF SCHOOL CONSTRUCTION AND EXPANSION IN TRIBAL COMMUNITIES

In this section, we focus solely on findings specific to schools in tribal communities. Forty-two percent of schools (10) were located within communities which respondents described as tribal. Two of these schools were in urban areas, and 7 were female schools. Of these schools, 3 were new schools and 7 were expansion schools.

Respondents reported both positive and negative effects due to school construction. For example, 70 percent (seven out of 10) of schools located in tribal communities stated that the new constructed buildings had some positive effects on the learning environment. Two were female schools, four are mixed

schools, and one male school. As previously mentioned in other sections of this report, and similarly across all sampled schools, respondents at schools in tribal areas shared that the new buildings improved students' psychological wellbeing. As discussed earlier in this report, due to the less crowded classrooms, respondents felt that there was a reduction in violence. This finding makes sense as most tribal communities are in rural areas where overcrowding was less of a critical issue. Parents also thought their children were safer at school. Additionally, due to the fewer number of students in the classrooms, teachers felt that they were able to teach better. For example, a community member from a female school in the south stated, "the new building provided the students with better psychological wellbeing, they are a lot calmer now." On the other hand, a community member at a northern mixed primary school, explained that "the expansion helped with the over crowdedness but not with students' psychological wellbeing." In the same parent/community focus group discussion, respondents added that the new building "has provided more classroom space, and the students and teachers have more opportunity to engage with each other interactively."

Fifty percent (five out of ten) schools located in tribal communities also noted some negative effects on their schools due to expansion activities (and not necessarily on student achievement). One of these schools is a male school, two are mixed, and two are female schools. Respondents at these schools stated that the new buildings took away from the sport fields which increased violence and tension among students because students no longer had a space to release their energy. In addition, one respondent mentioned that the expansion took away space from the nearby secondary school causing that school to have less space.

Other negative effects of the constructed schools were due to flaws in the buildings, such as the sewage system, and perimeter walls/security. With respect to school compound walls, there were mixed views. Community members at one school in the central area also mentioned concerns with the walls of the school being too low enabling students to leave school during school hours. This same sentiment about not enough infrastructure to keep in students or keep out outsiders is shared at other schools as well. One school director at a mixed school stated, "I had to enhance the window with metal bars to keep the boys from the neighborhood from being able to climb into the classrooms." This same school director spoke about youths from the community entering the school yards after school hours without permission because the gate was not well-constructed. In contrast, teachers at the majority of urban schools noted the addition of walls around the school compound providing greater security and expansion facilities providing additional capacity, allowing more students to go to school there. However, only ten percent of the schools visited had a security guard on the premises, and school directors sometimes noted vandalism of school walls by neighboring children or community members was an issue.

STRONG POSITIVE EFFECT OF SCHOOL CONSTRUCTION AND EXPANSION ON ACCESS TO SCHOOL

When asked if school construction or expansion activities led to increased access to school for students, respondents from over 90% of schools sampled in this assessment responded positively. In these instances, new schools were meant to offset overcrowding in local communities due to the influx of Syrian refugees. At the field directorate level, officials interviewed for this assessment agreed that school populations had increased as a result of the new school structures. However, principals and teachers at all expansion schools and over 80% of new schools visited in this assessment reported that the demand of students to attend their schools in fact exceeded their capacity, and that the expansion facilities had not offset the

overcrowding issue. This positive finding related to enrollment and continued attendance occurred across all types of schools sampled for this assessment (i.e. primary and secondary, male/female/mixed, across all 3 regions).

School officials and parents noted that the link between infrastructure improvements and improved student attendance and enrollment was mitigated by teaching quality. Again, it is important to note that teaching quality was outside the objectives of USAID/Jordan's JSP and JSEP programs. Construction activities have limits to their influence on student outcomes. However, this was a critical issue that surfaced during the assessment and one that is well linked with student achievement, a priority for USAID/Jordan and the intended focus of this assessment. One school director in an urban locality noted: "The infrastructure itself doesn't have anything to do with the attendance or enrollment.... The infrastructure has helped with enrollment, but not helped with attendance. Administration support is provided by the teachers. The teachers are the ones that help with keep attendance continuing [because of their capacity to teach as well as their personality]."

MINIMAL EFFECT OF SCHOOL CONSTRUCTION AND EXPANSION ON STUDENT DROP OUT

Teachers and school directors in 3 schools in this assessment noted student drop out was an issue that persisted, in spite of expansion or construction efforts. Student drop out was associated, according to interviews with these school staff, with early marriage, higher among orphans whose parents had died and who needed to work or students who were consistently not performing well in school. In one urban school in the Central governorate, a teacher noted: "A lot of students skip school on a daily basis. 4-5 from each classroom are known for this. Teachers try to decrease the numbers of students who skip – run away from the school. They constructed a wall behind the canteen to decrease the number of kids who run away." It was unclear whether the construction of the wall in fact reduced the numbers of students who skipped class. Over half of the school directors interviewed in this assessment noted that these social and cultural issues were more common in rural communities and when there was a lack of engagement with parents and support from local community members.

VIOLENCE WITHIN SCHOOLS REMAINS A CRITICAL ISSUE, IN SPITE OF CONSTRUCTION AND EXPANSION ACTIVITIES

Violence within schools is an intervening factor that could influence whether students are able to learn. In lieu of achievement data from the EMIS, and in an attempt to paint as comprehensive a picture as possible of the quality of USAID-supported learning environments, the assessment team analyzed similarities and differences in the frequency and type of violence reported in our sampled schools.

As noted earlier, respondents from 71 percent (17) of schools specifically spoke about violence in the community or school. Respondents spoke about issues with violence as: (1) Student vs. Student, (2) Teacher vs. Student, or (3) Student vs. Teacher. The majority of violence at schools was teachers being violent against students, then students being violent against other students. A small percentage of respondents spoke about instances where students were violent against teachers.

Four newly constructed schools reported violence between students, and between teachers and students. Eight expansion schools and five fast track expansion schools reported some sort of violence.

Violence in schools are prevalent in male and mixed schools, while only four female schools reported violence in the form on bullying, verbal abuse, and verbal abuse towards special needs students. Thirteen of the 17 schools reporting violence were located in the center or north.

Respondents at nine schools spoke about teachers using physical violence. Informants at 11 schools reported the use of other disciplinary measures instead of corporal punishment. Six male schools and three mixed schools reported the use of physical punishment by teachers as a form of discipline. Four of the schools were in the center and four were in the north, while only one school was in the south. Out of the 11 schools that reported no corporal punishment as a disciplinary measure, five were female schools, four were mixed and only two were male schools (one of which was a newly built school).

While violence inflicted by teachers upon students was usually physical, student violence geared towards teachers was usually verbal. For example, respondents at an expansion school in the north spoke about how students rebelled against school rules and did not respect teachers or the school director.

“Jordanian problems include daily issues like problems with the teachers, especially with the hitting [of students] by teachers. Parents complain a lot about the beating. Teachers deny it but students tell us. I hear the teachers denying it. There’s a lot of variation of violence – hitting, students had broken arms because of teachers kicking them. There were such incidences last week.”

Counselor, Expansion School,
Rural, North Governorate

Though the MoE has implemented policies and laws prohibiting violence against students by teachers or school staff, it is still difficult to adapt and change behavior as findings across these sampled schools show. This type of violence (teachers against students) is most prevalent within elementary and middle schools, more often in male schools compared to mixed or female schools, and more so in primary or middle schools. Hitting and other physical actions against the students are not always perceived as violence by the teachers or school directors. It is a disciplinary mechanism that they only utilize under harsh conditions in their schools. For example, at a mixed school in the urban north, a teacher said that any hitting is not extreme beating, but for the purpose of discipline. Some parents also agree with using corporal punishment to discipline students. One parent from a male school in the rural south said, “As parents we give the authorization to the teachers to deal and discipline our children for their benefit, we don’t mind some level of punishment if not harmful.”

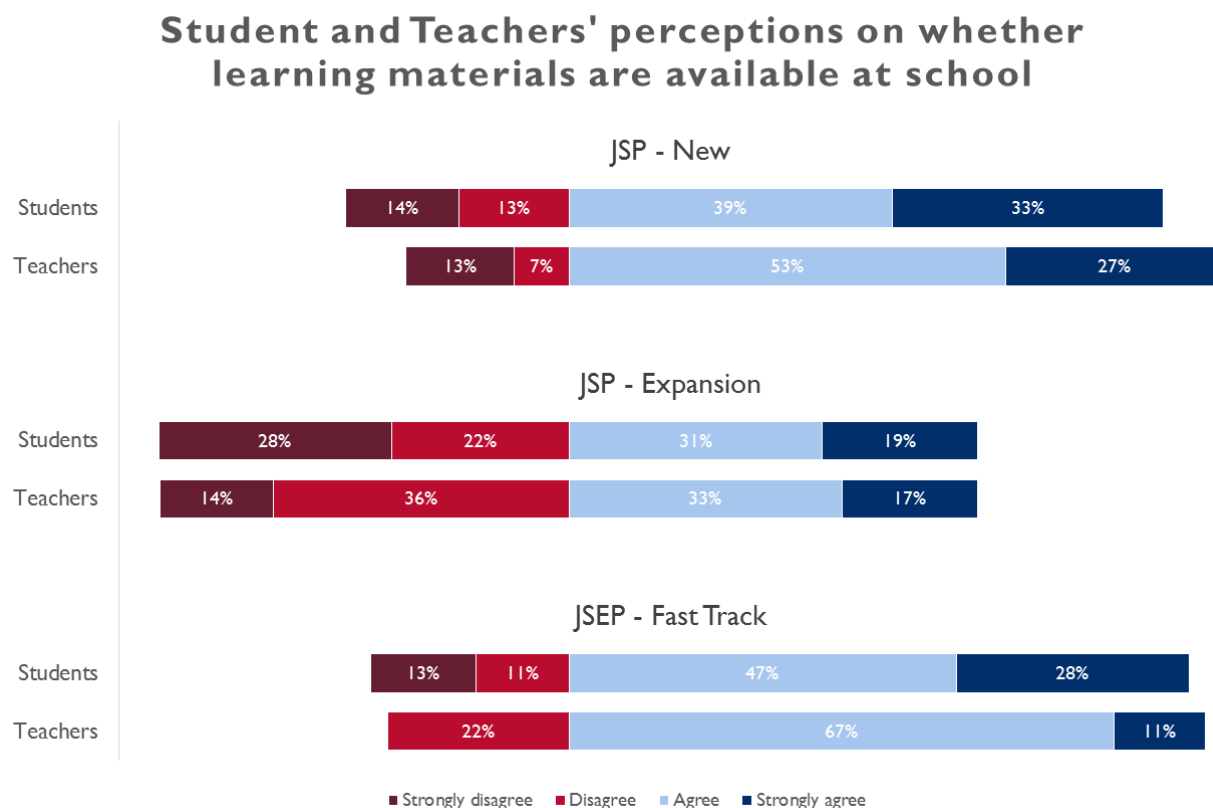
Even though respondents at some of the schools reported no physical violence from teachers towards students, they acknowledged that teachers still carry a stick or gum hose with them. In a focus group discussion, students stated that “all teachers have rubber hoses with them. They don’t use them, but they like to carry them around with them.” Furthermore, the school director of a male school in an urban central area added, “Until now there is still a mentality among teachers that a stick is necessary. Not to use it necessarily, but to have it. It’s as if they are not wearing pants if they do not have a stick with them.” As the students grow older and their maturity levels increase, students report they were aware of their rights and could stand up against violence from their teachers. Their physical development and the size of students (particularly male students) was also noted in one school as a reason not to use corporal punishment. One student from a male school located in the central urban area stated, “one teacher will beat students when they are on the ground. He goes beyond the limit of what others have done. This teacher will not do this with the older students (after the 10th grade) because some students are bigger than this teacher.”

NEW AND EXPANDED SPACES ENABLE INNOVATIVE TEACHING

An additional intervening variable that can impact students' abilities to learn and thrive in educational environments are the presence, quality and adequacy of teaching and learning materials. Ensuring sufficient high-quality teaching and learning materials were within the remit of construction and expansion projects such as JSP and JSEP. Several findings from the team's collected data were validated through the desk review. For example, an earlier evaluation conducted on JSP schools found that respondents generally had a positive perception of the schools' new facilities. Respondents also perceived these new facilities to have improved the learning environment for both students and teachers. These were similar to findings from this assessment. As mentioned in the previous section on the first assessment question, teachers and students perceive that with the new spaces (including science labs) and technology (e.g. smart boards, computer labs), they are able to learn in new ways. These included having the classroom space to conduct interactive group work, or computers and internet to conduct research and make presentations more interesting and engaging.

Over two-thirds of students in new schools constructed through the JSP activity and JSEP Fast Track activity reported there were learning materials such as lab equipment and textbooks available in their schools. A smaller proportion of students and teachers in JSP expansion schools felt they had sufficient learning materials. It is unclear the extent to which other actors such as the MoE are responsible for providing these materials. Interviews with USAID EDY team and document review suggest this finding makes sense because schools constructed through JSEP were more recently constructed and provided more resources (as with new schools supported through JSP) compared with schools expanded through JSP. Interviews and focus groups with school staff at expansion schools (across school type, level and locality) support the finding that expansion schools experience greater limitations around teaching materials than new schools.

FIGURE 9. STUDENT AND TEACHER PERCEPTIONS OF PRESENCE OF LEARNING MATERIALS BY ACTIVITY TYPE



School-level stakeholders interviewed in this assessment unilaterally indicated they desired to feel comfortable in their educational environment. Students seemed eager to find a degree of mental and physical comfort in their surroundings. Students, teachers and school directors in all of the schools sampled in this assessment noted that the USAID design attempted to address efforts to eliminate environmental problems such as noise, mold, poor ventilation and temperature extremes (particularly in rural communities within Jordan) – to varying levels of success. Alleviating such concerns can decrease distractions and allow students and staff to focus on teaching and learning activities. However, maintenance of these facilities is key to ensuring healthy, safe and comfortable learning environments.

Maintenance (to be discussed in detail under Assessment Question 2) proved to be a significant challenge across the majority of schools sampled in this assessment, thus hindering instructional time in some instances. For example, in all but one of the new schools visited in this assessment, the assessment team learned that poorly maintained roofs may leak allowing moisture to enter the building and increase the growth conditions for mold. FGDs and KIs with school level stakeholders pointed to the presence of mold which reportedly caused respiratory problems for students and teachers or lead to the closure of one or more classrooms. Students took particular issue with the fact that roofs leaked, ceilings appeared buckled and warped from water damage, floor tiles were routinely missing, and restroom facilities were not in appropriate working order.

IMPROVED AMBIENT ENVIRONMENTAL CONDITIONS BUT CONSISTENT PROBLEMS WITH LATRINES RESULT IN MIXED EFFECTS ON STUDENTS' PHYSICAL COMFORT IN NEW AND EXPANDING SCHOOLS

Another critical intervening variable that surfaced during this assessment was students' physical comfort in their learning environments due to ambient environmental conditions such as lighting, ventilation, access to latrines and potable water. These factors are more often within the purview of school construction and expansion projects. Students, parents and teachers in most (about 90%) schools across level, type and locality reported an increase in general comfort and enjoyment in new schools or expanded facilities (as compared with the older school structures), including the natural light and ventilation provided by windows.

“This school is attractive one, high academic school and high discipline. The student really loves that they are enrolled in this school.” (Parents, South, Urban, Mixed)

“It's differ[ent from] other schools - the building is clean. It's better (it's American style)” (parents)

Windowless spaces, as well as oddly placed windows, characterizing many of the older school structures students were exposed to, contributed to negative attitudes on the part of students and teachers in expansion schools in both urban and rural localities, across levels and types of schools. Students and teachers in over 75% of schools sampled for this assessment reported issues such as lab space that did not fully meet the needs of their students (e.g. missing equipment, advanced equipment that exceeded their students' abilities), lack of fine arts or extracurricular accommodations (e.g. play yards that were reduced in size to make room for expansion facilities), and smaller classrooms with immovable desks or broken chairs as hindrances in teaching and learning activities.

As Figures 10-12 below present, less than 40% of students and less than half of teachers surveyed reported having access to potable drinking water or being able to use the toilets at their schools. A smaller proportion of students in schools in the South reported issues related to latrine usage or potable water at their schools. Interviews and focus group discussions with students in schools in the South supported this survey finding, though it is unclear why such a low percentage emerged in the South. Previous research has pointed towards a larger impact on the presence of sex-specific latrines for female students in particular (e.g. enhancing their security, in turn promoting their enrollment, attendance and achievement; Adukia, 2014). Students in this assessment reported that access to latrines was an important issue that affected their education. However, in all schools we found that maintenance issues with latrines were so significant as to decrease students' sense of comfort and hinder instructional time. Students reported the latrine maintenance issues discouraged them and their friends from eating, drinking, and relieving themselves during the school day. As an example, boys interviewed at one urban secondary school in the Central governorate noted that privacy and safety were nonexistent in their bathrooms, and shared concerns about bullying and excessive smoking with minimal supervision from teachers.

FIGURE 10. TEACHER AND STUDENT PERCEPTIONS ON USE OF TOILETS, AVAILABILITY OF WATER, AND GENERAL COMFORT WHILE AT SCHOOL

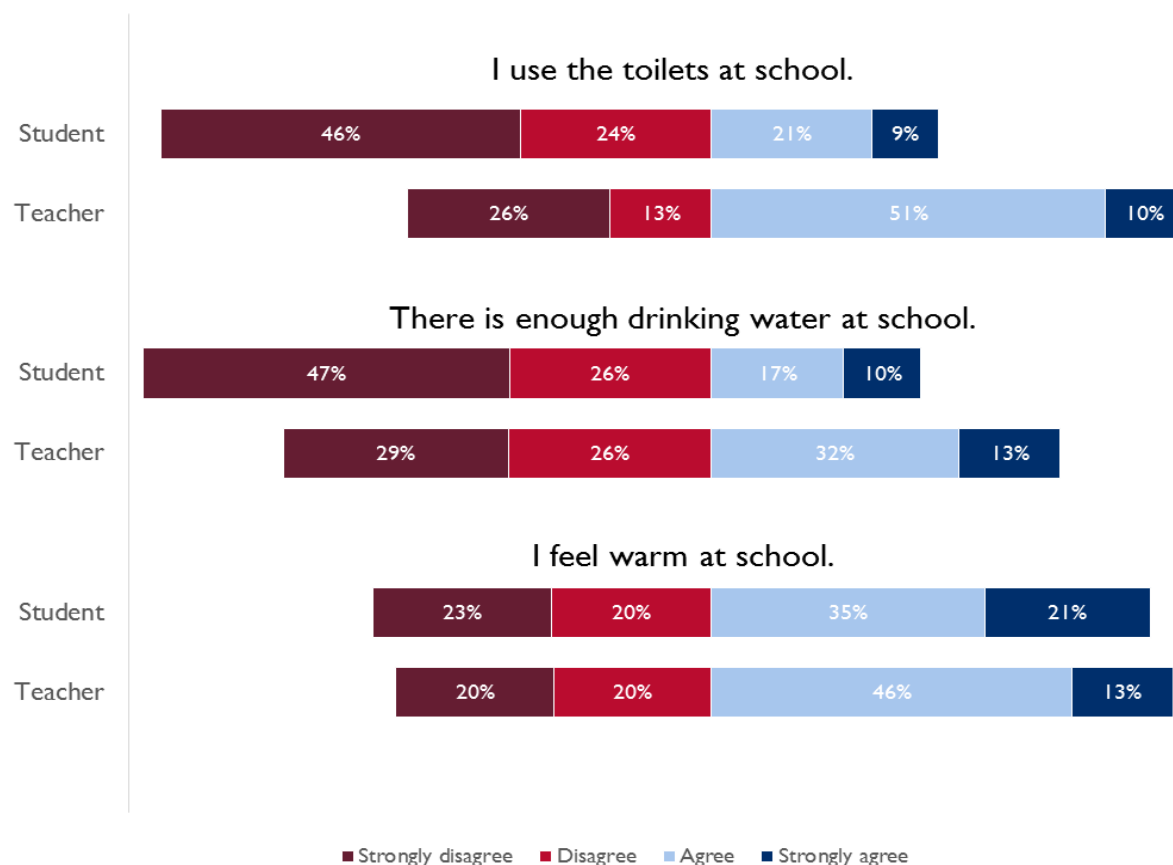


FIGURE 11. STUDENT USE OF TOILETS AT SCHOOL BY GOVERNORATE AND ACTIVITY TYPE.

I use the toilets at school.

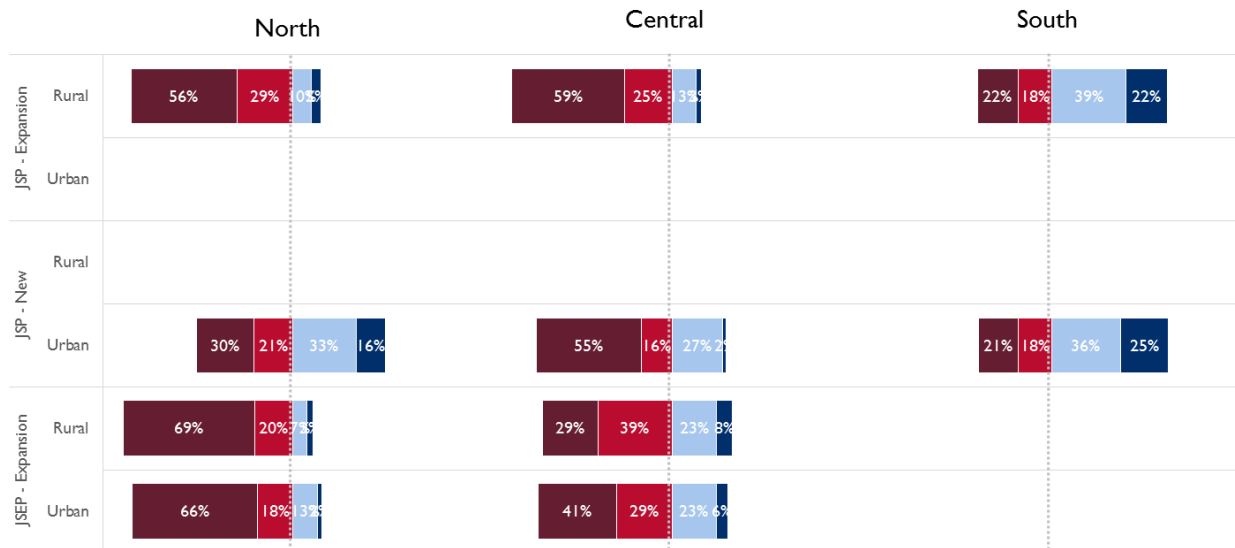
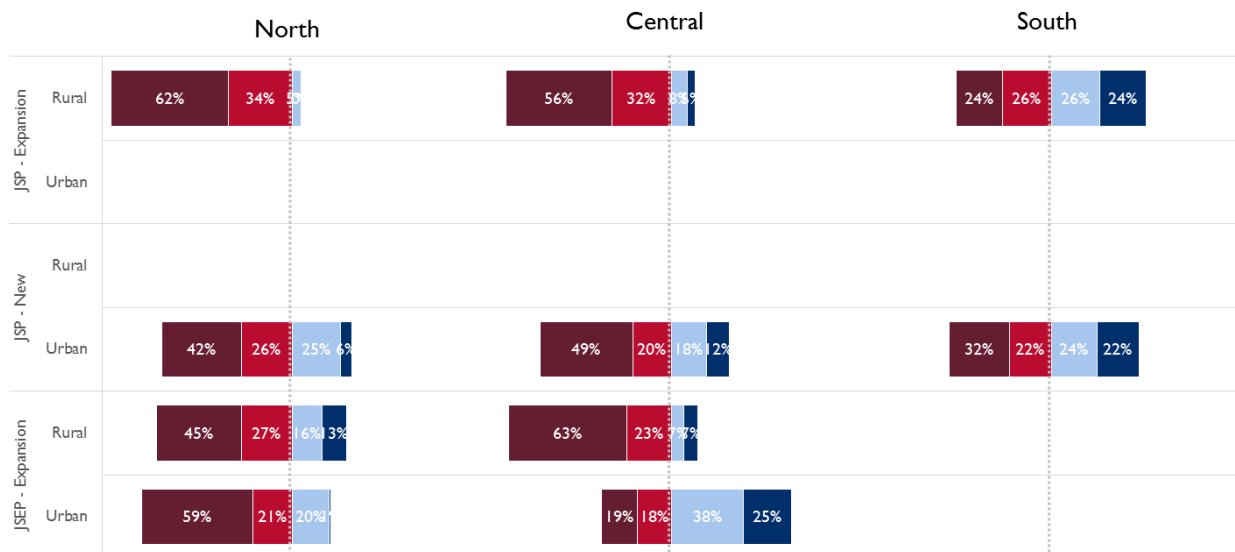


FIGURE 12. ACCESS TO DRINKING WATER AT SCHOOL BY GOVERNORATE ACTIVITY TYPE (STUDENT REPORT)

There is enough drinking water at school.



TEACHERS' PHYSICAL COMFORT AND SATISFACTION WITH LEARNING ENVIRONMENTS

Just as students' attitudes and behaviors are impacted by their physical surroundings, teachers also are influenced by the physical conditions of their working environment. Students interviewed in this assessment (across school type, level, gender and locality) were able to communicate a set of expectations in terms of what they needed in order to learn during the school day. Interestingly, these "minimum standards" included a need to be comfortable while in school and effective classroom teachers capable of facilitating the educational process and increasing their achievement. Some illustrative quotes from school directors and parents below:

"There has been influence [on students], but not significantly. The significant influence has been more on the teachers. The new and wider spaces have influence on students and their wellbeing, but the more important thing is on the teachers and the learning environment. There has been influence on the personnel and their attitudes. It has increased their happiness and willingness to stay in the school." [School Director, Rural, Central, Primary]

"The teacher here is with the same quality of the teaching in private school. The good facilitates and good equipment also helped them to [give] more, and motivate them" (Parent, Central, Urban, Secondary)

"[We] would like to have more educational resources in the schools. The teaching is very strong. The teachers are very engaged. If the student is not doing well, the teacher will write a note to the parents. It's very important to have the role of family and parents in the students' education, so that we are aware of other students at the schools that our daughters." (Parent, North, Rural, Primary)

Students and teachers both also indicated that teachers could be more effective in their positions where they afforded an opportunity to work in an improved environment, and if they had their own space to prepare for classes. In contrast to the quotes from the school director and parents above, teachers in all expansion schools and about one-half of newly constructed schools noted they struggled to maintain a sense of professionalism and maintain morale as they did not have a private or comfortable workspace where they could engage with other teachers, plan and prepare for classes, or relax between classes and eat lunch or drink tea.

CONCLUSIONS

Assessment Question 1: What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?

- Shared perception that construction or expansion activities did not contribute to improved student achievement.
- Beneficiaries feel strongly that JSP/JSEP construction efforts have led to improved access and continued attendance.
- As enrollment continues to increase, the issue of school size and students per classroom become critical to improving student performance. This is a key point for school administrators, MoE and donors to inform future designs.

- Design of new construction/expansion facilities emphasized academic spaces such as classrooms, labs and libraries, and, to a lesser degree, specialized spaces such as multi-use rooms and play areas.
- Data indicates that more emphasis should be placed upon maintenance (esp. latrines) and specialized learning spaces (use of labs)
- Intervening variables were examined in this assessment that are beyond the control of most construction and expansion projects but were voiced as critical issues, linked with student achievement and are important for future project design
 - Teacher training on technology, classroom management, nonviolent disciplinary support and interactive pedagogical techniques are vital to strengthen links between infrastructural changes and student achievement.
 - Students consistently voiced the need for effective classroom teachers capable of facilitating the educational process and increasing student achievement.
 - Students and teachers also indicated that teachers could be more effective if they were provided an opportunity to work in an improved environment.
 - Physical disciplinary measures or “corporal punishment” are still often employed by teachers to manage student behavior, more often in male schools (compared to mixed or female schools), and more so in primary/upper primary grades.
 - The ethnic make-up of communities in which schools are situated can affect schools’ management capacity. For example, in tribal communities, school directors had closer and more collaborative relationships with teachers and parents if they came from the same tribal community.

Assessment question 2: Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?

This assessment question focuses on sustainability of school construction or expansion, and the factors that contribute towards basic upkeep and maintenance. The assessment team was guided by questions such as whether there is a long term, renewable/sustainable budget for upkeep and maintenance, and the level of financial resources that may be necessary for the school to ensure basic upkeep and maintenance. Where possible, the assessment team documented where such funds came from (e.g. community) and the degree to which schools were successful in accessing these funds, as well as any relevant factors that contributed to accessibility of these funds.

To respond to this assessment question, this section will discuss several themes: 1) maintenance issues most commonly cited across respondent groups, 2) and possible factors that cause them, 3) existing mechanisms within the Jordanian education system enabling schools to address maintenance issues, and 4) factors that may contribute to sustainably maintaining schools.

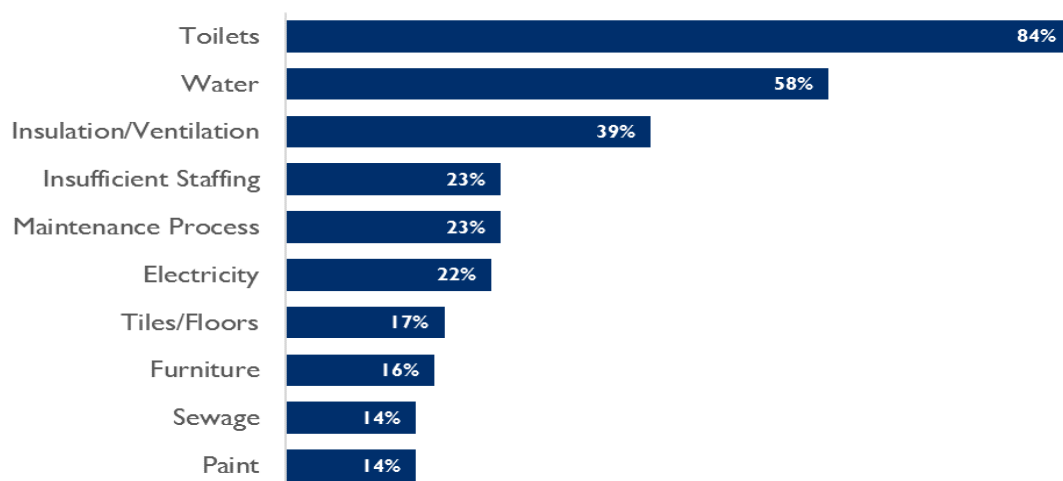
MAINTENANCE ISSUES

The team asked respondents about maintenance issues schools experienced, their causes, and efforts by school personnel to address these issues. One national level key informant told the team, “the state of maintenance in schools is very bad.” School level key informants and discussion group participants spoke about their schools’ maintenance issues at length. One key informant summed up the maintenance issues as a “disaster [...] due to bad usage and vandalism as well as bad construction.”

As findings from the EQI section and literature from the desk review noted, teachers and students generally perceive that their new school facilities and equipment have improved the learning environment. Teachers have been able to teach and learn in new ways, for example, with the use of new science and computer labs. The team also heard from a large majority of respondents, however, about how the school construction activities have negatively affected them. A large proportion of the negative effects are due to maintenance issues they now face as a result of these newly constructed buildings.

The graph in Figure 13 below depicts the maintenance issues that were commonly cited across all respondent types at the national, directorate, and school levels.

FIGURE 13. TOP 10 MAINTENANCE ISSUES CITED BY RESPONDENTS AT THE NATIONAL, DIRECTORATE AND SCHOOL LEVELS.



When looking at the qualitative data specific to respondents at the school level, toilets remain the top issue with 100 percent (24) of schools citing issues with toilets. Ninety-six percent (23) of school cited issues with water. Ninety-two percent (22) of schools cited insulation/ventilation issues due to lack of proper insulation during winter months or proper ventilation during summer months. The following are illustrative examples of concerns raised by respondents regarding each of the top maintenance issues.

Toilets – Issues with toilets include misuse by students due to unfamiliarity with equipment, clogged pipes due to backed up sewage, lack of water to clean or wash afterwards, improper location of toilets (e.g. toilets are located in area where wind carries smell throughout school).

Water – Water was often cited as not available for washing away waste or hands after toilet use, filtered drinking water is not available and students often have to bring their own drinking water from home or buy from the store. Other issues include water leakage in bathrooms, from water fountains, from electrical sockets, and through floors.

Insulation/ventilation – Schools tend to be too cold in winter or too hot in the summer. Most schools use gas heaters during winter to keep warm which they note cause health issues and safety concerns. Teachers and students both note that while these are causes of concern, they would rather be warm. During the summer months, classrooms tend to be too hot with little ventilation, sometimes even with windows open and fans running. Schools that have been equipped with air conditioners often find them

broken needing frequent maintenance, and no capacity to fix them, or insufficient to cool the rooms which can fill up over capacity. Schools that have been equipped with fans also face similar dilemmas. The fans need constant maintenance, and often are insufficient in classrooms that are often still crowded.

Insufficient staff – Respondents at 50 percent (12) of schools spoke about a lack of maintenance as a result of insufficient cleaning staff. Sampled schools have at most two cleaning staff which is insufficient when comparing to the large number of students and staff at schools. At a male school in the rural north, teachers stated, “the toilets are bad, and no one wants to use them. We don’t have enough cleaning staff for this school.” Parents at a mixed school in the urban center noted that the school had two cleaning staff, but one left, and the MoE had not replaced the staff, so they only have one staff to clean the school. They added, “there should be a minimum of four staff for the size of this school.”

Maintenance process – At fifty-eight percent (14) of schools, staff expressed frustrations at the long and arduous process of requesting maintenance support through the official channels. While some respondents stated that their MoE field directorates have been responsive to them in a timely manner, more often others discussed the lack of timely response from officials in addressing maintenance requests they have made. One school director at a mixed school in the rural south described her school’s experience with the maintenance process as follows:

We report either by phone or written, sometimes they (MoE) responds in two weeks, and sometimes they don’t. For every ten times we request maintenance support, the issues are addressed one time, and it depends on how dangerous the situation is.

Electricity – Respondents at 63 percent (15) of schools spoke about issues related to electricity. They include electrical cords not aligning with equipment which affects the equipment’s working condition. Electrical issues have also been connected with water issues where respondents shared stories of water coming out of electrical sockets which has caused fear for their own safety at school. Seventy-three percent (11) were expansion schools, and 27 percent (4) were new schools.

Tiles/floors – At 46 percent (11) of schools, respondents expressed dissatisfaction with the tiles and floors. All respondents stated that the specific floor tiles used are difficult to clean, and has a constant unclean appearance, even after cleaning the floors. One teacher group discussion described how this made them feel, “this gives a negative energy because it always looks dirty.” Of the 11 schools, 73 percent (8) were in urban areas, and 28 percent (3) were in rural areas; 36 percent (4) were new schools, while 64 percent (7) were expansion schools. When comparing across the genders of the schools, there were no significant differences (45 percent (5) of the schools were male schools, and 55 percent of the schools were female (1) or mixed (5) schools).

Furniture – Forty-two percent (10) schools experience issues with the furniture provided with the expansion or new school. Issues with furniture include desks and chairs breaking due to their poor quality. Respondents described them as uncomfortable, light plastic chairs with small metal frame that are easily broken under the weight of the students. The desks and chairs are not stable and moves from side to side which can cause disturbances while in the classroom. The desks and chairs also do not have storage space for students, and they have to carry their belongings everywhere they go.

Plumbing or sewage system – Respondents at 42 percent (10) of schools discussed issues with their sewage systems such as waste blockage, waste overflow, smell, and no water drainage. One directorate key informant stated that the waste blockage problem was due to the small sized pipes contractors used

to connect the sewage system. Most of the sewage issues respondents at the school level spoke about were related to toilets. One school director at a mixed school in the rural north described the issue as, “our main problem is the plumbing/sewer system. It is completely blocked. Bathrooms are clogged every year.”

Paint – Thirty-eight percent (9) of schools discussed issues specific to paint. These issues include peeling paint which sometimes may also drip on students due to humidity, specific paint used on walls gets dirtied easily and often needs to be repainted. In two focus group discussions, students at schools located in the central area (one urban, one rural) stated that the paint colors used are “dull and depressing.”

CAUSES OF MAINTENANCE ISSUES

Causes of maintenance issues varied across all respondents, however, most cited two common issues affecting equipment and facilities: misuse or quality of construction and quality of materials used.

Misuse of equipment and facilities – Fifty percent (12) schools cited physical damage to school facilities and equipment due to misuse. This included unfamiliarity with the facilities or equipment. As an example, some of the toilets are built with a flush handle while students are more familiar with the push button, or lack of knowledge on how to turn on certain water taps, etc.). While few, there were some mentions of vandalism. A few school directors and teachers spoke about the use of their schools as national exam centers has exposed them to other students who would intentionally destroy the space. Others spoke about youths in the community, particularly where schools do not have a guard, coming into the school property, or students purposely throwing things into the toilets clogging the pipes, or sitting on the water fountains. Of the 12 schools that spoke about equipment and facility misuse, 75 percent (9) were located in urban areas while only 25 percent were in rural areas.

Poor construction quality or poor quality of materials used – Forty-six percent (11) of schools discussed physical damage to school facilities and equipment due to poor construction quality or poor quality of materials used. Respondents cited issues such as glass on windows falling on their own, marble trimmings on windows, ramps or staircases fall on their own, door handles fall off with the slightest touch, toilets are broken after a few uses through no fault of user. Of the 11 schools, 55 percent (six) were in urban areas, and 45 percent (five) were located in rural areas.

EXISTING MECHANISMS WITHIN THE JORDAN EDUCATION SYSTEM TO ADDRESS MAINTENANCE ISSUES

There are mechanisms that currently exist to assist schools in addressing maintenance needs. These include school maintenance budget allocated by the MoE which is dependent on the student population size, a two-year warranty provided for all USAID supported schools, and allocation of cleaning staff to the schools. While these help in providing some support to fixing maintenance problems, they are often seen as hindrances or burdensome. School personnel often perceive these mechanisms as concerns that affect the schools’ own efforts to address maintenance issues. The budget is limited and can only be used to address small maintenance needs, the official process to request maintenance from the Ministries of Education and Public Works and Housing can be long due to bureaucracy, and the limited cleaning staff is often insufficient to address the needs of the school.

School budget

School directors and teachers discussed conducting maintenance using funds from their own budget which range from 200+ Jordanian dinars (JOD) to 2000 JOD annually, which is based on the number of students enrolled at the school. For maintenance needs that costs above this budget, schools must make official requests to the Ministry of Education (MoE) field directorate. While some schools have had positive results engaging with their field directorates, others expressed frustration at the lack of timely responsiveness or follow through. Directorates have the financial capacity to manage maintenance projects that cost 10,000 JOD or less. If the maintenance needs are above 10,000 JOD, then the project becomes the responsibility of the central MoE to manage. While most respondents were knowledgeable about these processes, in practice, they add an additional layer of frustration. One mixed school located in the urban central area, showed the assessment team several official maintenance requests they have made to the MoE. At the time, these requests have not been addressed, but the school will continue to make these official requests to keep a record.

Two year maintenance warranty period

All USAID supported schools have a two year warranty period during which the contractor is responsible for providing maintenance follow-up. From the previous evaluation conducted on JSP schools, this was described as long and arduous process due to the beaureacracy involved. This concern was echoed from school and field directors at both the JSP and JSEP schools sampled for this assessment. Schools make requests for maintenance support through their MoE field directorates. The requests are sent to the central level MoE, which are then sent to the Ministry of Public Works and Housing (MoPWH). The MoPWH works with the construction contractor to assess the maintenance issues at the schools. Contractors are contractually obligated to provide maintenance support during the warranty period if the issue is related to construction, otherwise they risk losing funds. If the issue is related to vandalism, then the contractors are not under contractual obligation to address the issue. In addition to the lengthy process, some school directors also discussed the concern that heavy maintenance needs often occur outside of warranty periods, thus when schools are in the most need for maintenance support, they no longer have it. Another related concern expressed by school directors is that while they are grateful for the maintenance support provided within the two-year warranty period, they will not be able to afford maintenance costs their schools will likely need once the warranty period is over. This is a particular concern when considering the new technological systems (e.g. alarm, telephone, and paging systems, smartboards, computers) that were provided to the schools, in which schools have neither the technical skills nor budget to fix.

With regard to JSP schools which were constructed between 2009 and 2013, one national level key informant stated that “follow-up by contractors during the warranty period was excellent.” It was after the warranty period that schools started degrading. Additionally, understanding who was in charge of ensuring follow-up with maintenance issues after the warranty period ended was an issue. Other respondents, in particular those at the school level, described those to whom they have made the requests as unresponsive to requests.

Cleaning staff

The civil service bureau hires cleaning personnel on a short term basis, and the MoE assigns assigns them to schools. With the exception of one school director who stated that she had three cleaning staff at her school (mixed school in the urban northern area), most school directors cited having at most two cleaning

staff. Respondents at 50 percent (12) of schools perceived this to be insufficient and affects proper maintenance.

One national level key informant acknowledged the the lack of sufficient cleaning staff at the schools which affects schools' ability to properly maintain their facilities and equipment. He informed the assessment team that efforts are currently being made to address this issue. The MoE is working with civil service burea to hire a total of 700 cleaning staff who will be assigned to schools. At the time of the interview, the MoE had already made an official request for the bureau to hire 200 staff immediately. An additional 500 staff will be hired over the next two months.

POTENTIAL FACTORS ENABLING SUSTAINABILITY

Leadership of the school director

Schools that saw more positive results in getting responses to their requests for maintenance took more initiative or were more persistent, usually by the school director, in ensuring that there was follow through from those responsible. Of the sampled schools, respondents at 16 of the schools spoke about the strong leadership of their school director. Three of the 16 schools were newly constructed schools, and thirteen were expansions schools, of which six were fast tracks. One school director spoke about her own experience in requesting support as “the MoE has been very collaborative with the school on maintenance issues when I have had to approach them. I insist and keep bothering them so they help our school in order to get rid of me. During my time as director, I have never had issues with the MoE when I approach them with requests for support.” When referring to the school’s safety and security, one parent group noted, “the main entrance, and gates for the school are controlled. It is all about the school director, she has provided proper control. The MoE wanted to transfer her to a different school, but we asked that she continue to stay on as school director of this school.”

One student group referenced the leadership of their school director while discussing the cleaning efforts of their school,

Students participate in fixing and maintaining the school. We are motivated by the principal and we fix our own desks and chairs. The principal bought some tools and has taught us carpentry and welding. We are proud. We like to fix this school because it is like our home.

Support from teachers and students

Eighty-three percent (20) of the 24 schools spoke about getting support to address maintenance concerns from students and teachers who organize cleaning days or coordinate cleaning schedules and competitions among classes. Some students state that the task of cleaning is often given as punishment or discipline. In general, respondents spoke positively about contributing to maintenance of their schools by cleaning the yards and classrooms, most respondents spoke negatively about cleaning the toilets as they see it as the responsibility of the cleaning staff. At a different school, the school director stated, “students are in charge of maintaining their classrooms. Responsibility of cleanliness of classrooms, school and yard is on a rotational basis.” Of these 20 schools, five were new schools and 15 were expansion schools, of which four were fast tracks.

Figures 14 and 15 show students and teachers' responses to questions on how they perceive their schools' efforts at maintenance. These results correlate with information the assessment team heard from focus group discussions with both teachers and students. One difference is the response to whether families or communities participated in cleaning efforts at the school. While over 50 percent of teachers stated that communities participate in maintaining the school, only 27 percent of students agreed that their families participated in maintaining the school. What accounts for this disparity is not quite clear and could be due to several reasons. Teachers may be providing responses which they perceive to be more socially desirable while students responded based on their own observations. The students' perceptions align more with the qualitative data in which key informants and FGD participants at only 38 percent of schools spoke about communities providing support to maintain schools.

FIGURE 14. STUDENTS' PERCEPTIONS ON THE SCHOOL'S EFFORTS AT MAINTENANCE

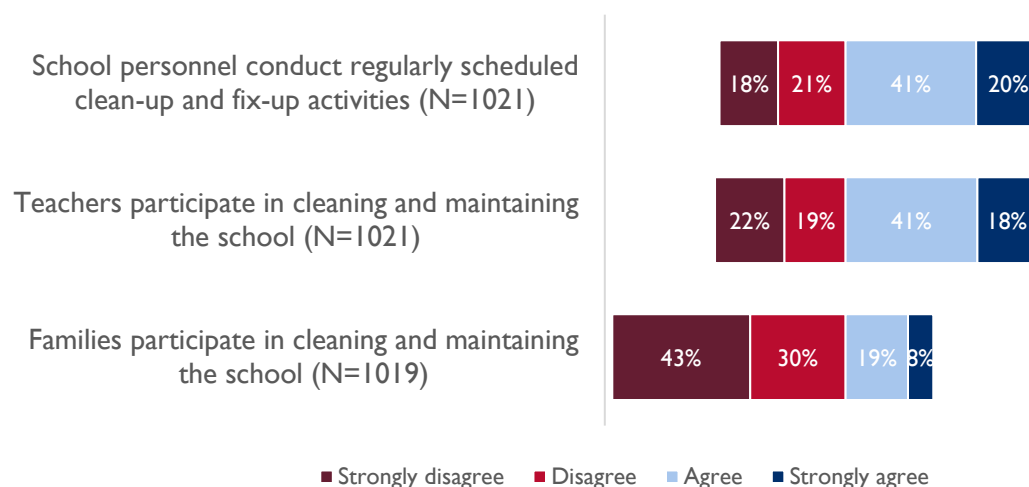
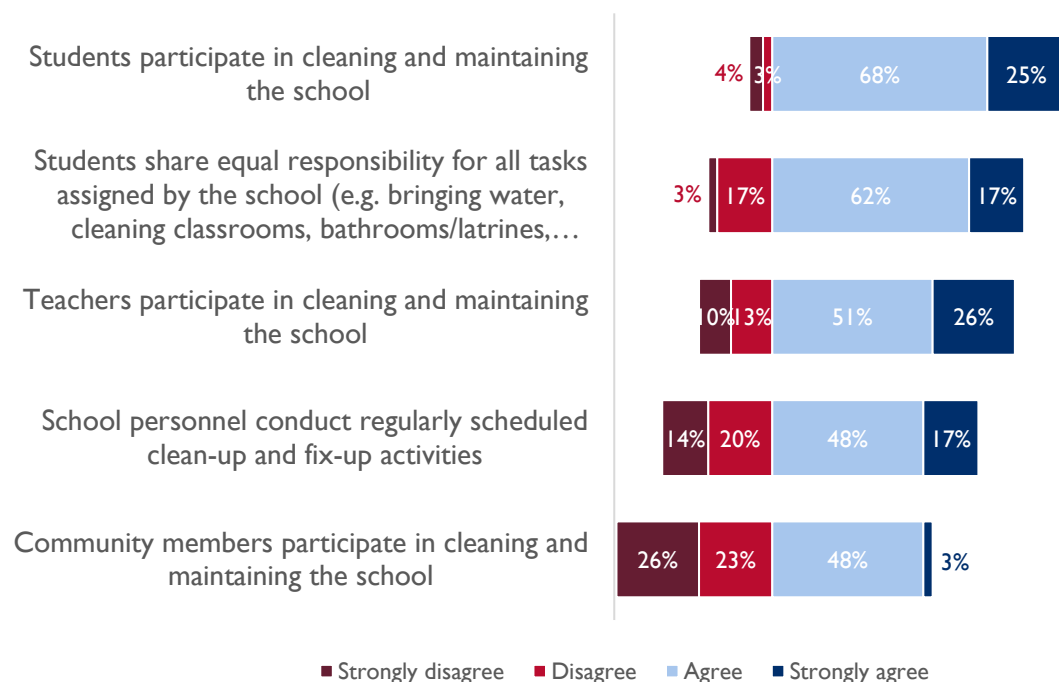


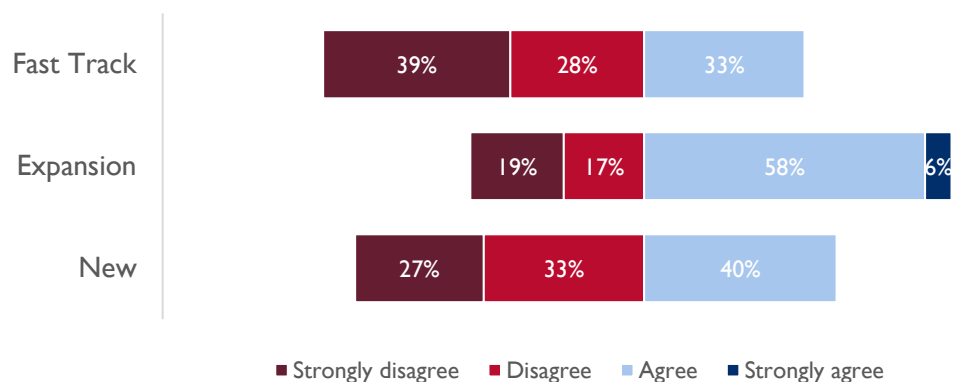
FIGURE 15. TEACHERS' PERCEPTIONS ON THE SCHOOLS' EFFORTS AT MAINTENANCE (N=69)



Support from communities

Respondents at thirty-eight percent (9) of the schools spoke about communities' participation and support in maintaining the schools. One parent group said they participate in cleaning of the school, and some parents who have the capacity to do so will help fix the ACs and plumbing, or light construction. One school director in the south stated most schools in the area "suffer from the high volume of maintenance issues and lack of follow-up. Field directorate refuse the interference of other community support and say that this is USAID policy." The majority of schools stated that any financial support from the communities went to ensuring students had the necessary resources (e.g. school supplies, white boards). One school director at a newly constructed male school located in the urban central area, however, stated that some monetary support from the community went to cover maintenance costs at his school due to the high maintenance needs. Parents generally felt that financial support to address maintenance needs should be the responsibility of the Ministry of Education and not the community. Of these nine schools, three were newly constructed schools and six were expansions, of which two were fast tracks. Results from survey respondents aligned with qualitative data. Figure 16 illustrates responses from teachers about community participating in school maintenance efforts. Over 60 percent of teachers in expansion schools agreed or strongly agreed that community members supported in maintenance efforts.

FIGURE 16. TEACHER SURVEYS (N=69), “COMMUNITY MEMBERS PARTICIPATE IN CLEANING AND MAINTAINING THE SCHOOL,” DISAGGREGATED BY EXPANSION, FAST TRACK, OR NEW SCHOOL.



Support from other donors/NGOs

Respondents at 25 percent (6) of the schools discussed getting support from other donors and NGOs relating to maintenance of their schools. Five of the six schools were expansion schools, of which only one was a fast track school. One of these schools was a newly constructed school. Additionally, key informants at the directorate level state that other donors support efforts to maintain the schools including the EU, World Vision, Canadian government, royal decree funds (every two years). From the assessment team’s site visits, interviews, and discussion groups, the team observed placards from a number of donors, NGOs, government entities that were providing some form of support to the schools. It was, however, unclear if the support was directly related to school construction or maintenance.

Through data collection, the team observed that USAID supported schools have also received support from other stakeholders including the Ministries of Education and Public Works and Housing, construction engineers, contractors, education specialists, communities, and schools. Interviews with national level stakeholders highlight efforts being made at the national level to coordinate support. Donors and Ministry of Education established several working groups focused on school construction activities: the School Construction Working Group and the Maintenance sub-Working Group. The School Construction Working Group was formed to ensure more cohesive coordination among donors and the MoE on the school construction landscape. The more recently formed Maintenance sub-Working Group was initiated by the MoE to address maintenance concerns arising from the school construction activities. However, it is also clear from interviews at the directorate and school levels, that these coordination efforts are not reaching those that are closer to the ground such as school staff and community members.

In addition to USAID supported school construction activities, other donors such as the European Union and the World Bank are also involved in this particular sector. International and local non-government organizations (NGOs) also work in this sector, some specifically targeting construction related aspects of improving the school environment, while others target soft skills such as capacity building of teachers on improved pedagogy techniques or to encourage a more positive and safe learning environment.

CONCLUSIONS

Assessment Question 2: Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?

As stated earlier in this report, in order to understand how the schools are currently addressing maintenance issues, the team asked respondents to describe some of their major maintenance needs. The responses from key informants and focus group participants highlighted the wide array of issues with which schools are confronted after receiving the constructed schools. Additionally, they illustrate a necessity to provide much needed support at the systemic level, potentially beginning with efforts at the design and construction stages, and continued support after schools have been handed over.

- Schools and facilities are being used as intended, however, there are also schools whose facilities are not, and have been turned into other spaces that the schools think can better meet their needs.
- The leadership of the school director is key to ensuring that maintenance efforts move forward and sustained.
- USAID and its partners, including those of the MOE and the MOPW, have not communicated sufficiently with communities and schools about construction activities, including goals, plans, and expectations.
- Schools are making efforts to maintain their own schools, though the resources they have are not currently enough, and not sustainable in the long term.
- Support for school construction activities and capacity building for soft skills (e.g. teacher training) exist outside of USAID, however, there is not much coordination happening between the different stakeholders.
- Integration of activities among the various donors and implementers have been insufficient to ensure gaps are addressed in support provided.

Assessment Question 3: What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?

This assessment question focuses on the relationship between specific school construction activities and community engagement. As part of this question, the team reviewed several factors that may contribute to community engagement at the school level. These include 1) use of school facilities by communities 2) types of engagement communities have with schools (e.g., financial support, in-kind support), 3) the existence of informal or formal parent and community engagement bodies (e.g., parent-teacher associations, community and school committees (education development councils) and functions (workshops, trainings), and 4) social and ethnic make-up of nearby communities which may have an influence on the school management (e.g., whether the community is located in a tribal area and whether there is any influence in the leadership of the school, how discipline happens at the school),. In discussions about the social and ethnic make-up of nearby communities, most factors that could affect a positive and or negative experience with community engagement arose naturally from interviews and discussions with respondents at the school level (e.g. tribalism, influx of refugee population in their communities). Finally,

the team assesses whether any aspects of school construction can be attributed to more engagement with communities, and if so, what these aspects may be.

USE OF SCHOOL FACILITIES BY COMMUNITIES

The assessment team began by inquiring about current use of school facilities by communities. Figure 17 highlights teacher perceptions on the use of their schools by community members. Across all schools, most respondents agree that the community uses their school's facilities for sports activities during after school hours. A larger number of respondents agree that due to the recent changes at their schools, the facilities are being used for extracurricular school activities or other activities specifically targeted towards community engagement. Through interviews and focus group discussions with respondents at the school level, directorate, and national level, respondents stated that school directors have the authority to allow communities to use their spaces for non-educational activities such as weddings or funerals. Several school directors spoke about allowing youth from the communities to use their school yards and play areas for sports activities. A larger number of school directors, however, stated that while they would like more engagement from the community and allow them to use the school's facilities, they were also concerned about vandalism and would lock the school gates during after school hours, particularly if they do not have a guard to provide safety and security. These schools tended to be in urban areas where there is a larger population residing nearby, and where youths who would use the space are not necessarily students at the school, thus having less ownership of the space and less accountability for vandalism. See Figure 18 which disaggregates the survey data on whether school construction activities have increased community use of school facilities by school gender and locality.

FIGURE 17. COMMUNITY USE OF SCHOOL FACILITIES AS PERCEIVED BY TEACHERS, DISAGGREGATED BY GENDER OF SCHOOL.

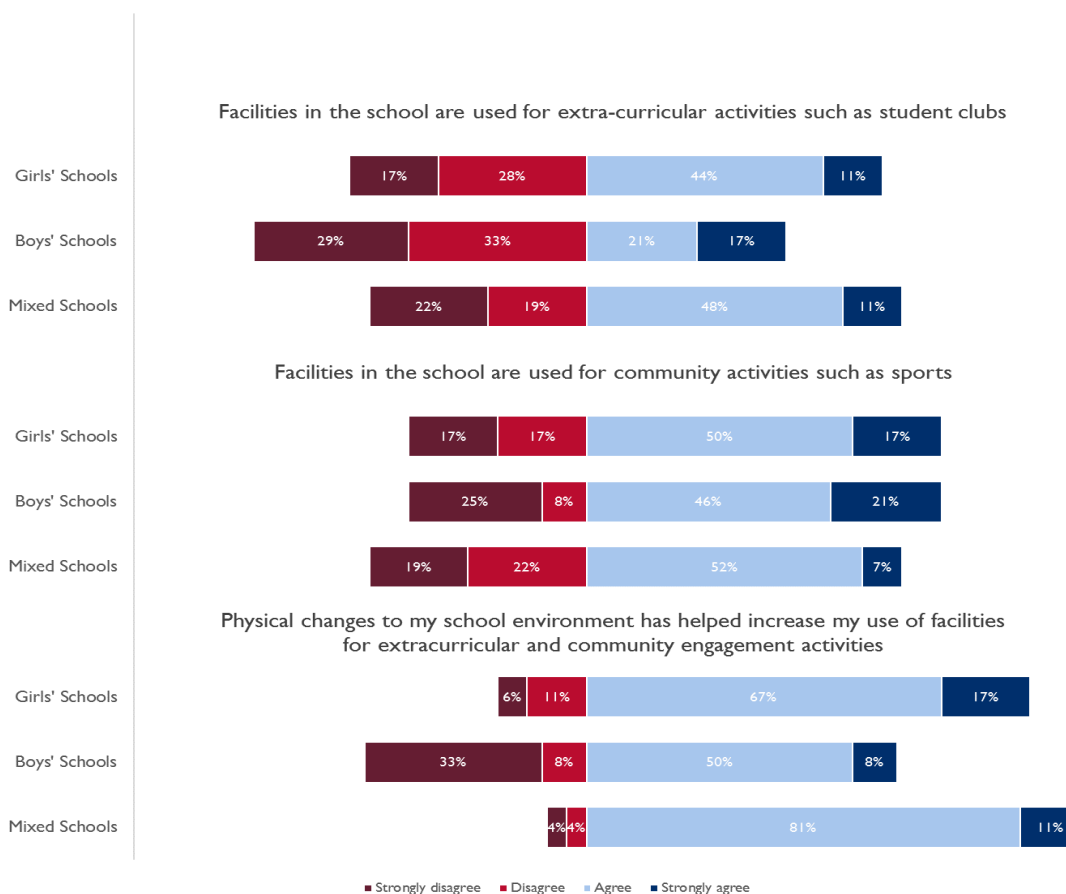
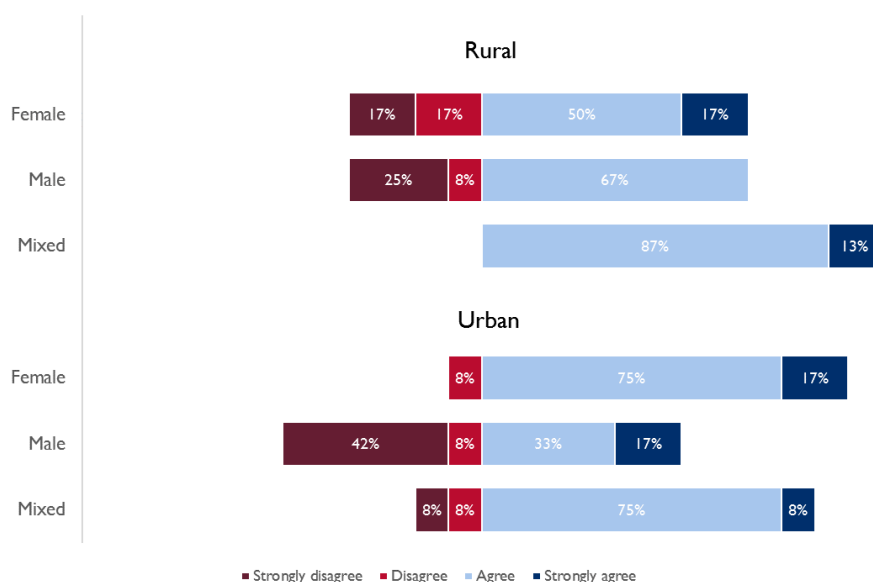


FIGURE 18. TEACHER SURVEY, DISAGGREGATED BY GENDER OF SCHOOL AND LOCALITY (URBAN, RURAL)

Physical changes to my school environment have helped increase my use of facilities for extracurricular and community engagement activities



TYPES OF SCHOOL AND COMMUNITY ENGAGEMENT

In addition to asking respondents about the use of school facilities, the team also asked about the types of engagement that schools and communities have with each other. Respondents cited both financial and in-kind support.

Financial Support

Eleven schools spoke about financial support from communities. Of those schools, six responded favorably when asked whether schools received financial support from the community. Five of these schools are either female or mixed schools and located in urban areas. Four of these schools are expansion schools and two are newly constructed schools.

The school directors and teachers at these schools created campaigns to ask family members for monetary donations to provide basic supplies for students. With financial support from communities, these schools were able to provide heaters, white boards, board markers, stationary, fans and other school resources.

In one focus group discussion, students stated, “we have whiteboards in all our classrooms but students raised the funds for this from our own allowances. Sometimes we take the whiteboards from our grade with us to the next grade.” During focus group discussions at three schools, students stated that they would actively raise money to ensure they have items they deem necessary for their school environment. For example, at a female school in the rural south, students collected money amongst themselves to buy curtains for their classroom. Curtains were necessary because they kept the sun out of the classrooms and enabled them to see the board better.

At the schools that received financial support from the community, the school director played a strong role in engaging the community to give financially. At one of the schools, the school director was able to purchase curtains for the school through funds provided by the community and his own funds.

While some communities gave financially to their schools, communities at other schools note they have limited financial resources and cannot provide this kind of support to their schools. The school director at a male school located in the rural central area stated:

[The] local community helps very little. We appreciate those who serve in the military, so they all come from military background or retired. Low income. Salaries here barely cover cost of living. This is why the local communities don't necessarily support in finances or funding. The parents worry and ask about students. Some parents help teach their children, but not all.

While these are findings from the team's data collected through KIs and FGDs, during the validation workshop in June 2018, representatives of the MoE stated that collecting money from parents or communities is not something that schools do. Schools hold events such as bazaars in which parents will buy items sold with money, but schools do not ask parents or communities directly to give money.

In-kind community support

Respondents from 63 percent (15) of schools stated that they in-kind support from the nearby communities. Twenty percent are male schools, and 67 percent are located in urban areas. All respondents stated that the in-kind support was provided through individual initiatives rather than organized fundraising campaigns by the school.

As mentioned in the previous section on assessment question two, in-kind contribution included support for maintenance needs. For example, parents at an urban mixed school in the south who work as technicians such as HVAC technician or plumbers often helped with school maintenance needs relevant to their profession.

Communities also provide schools with classroom resources or supplies. For example, a parent who owns a factory helped provide stationary and other supplies to students. Other in-kind donations that communities provide to the schools include fans, heaters, and water coolers.

Existing mechanisms to encourage and support school-community engagement

In order to look at how USAID supported school construction has effectively enabled engagement between schools and communities, the team also reviewed currently existing mechanisms for community and school engagement. These included the more formal bodies such as parent-teacher associations or education development committees, to the less formal functions such as workshops or trainings offered to parents and community members at the school. Data suggests that these existing mechanisms offer opportunities for schools to better engage with communities and further encourage the use of school facilities by communities.

PTA/Parent-Teacher Functions

Ninety-two percent (22) of schools spoke about PTA or Parent/Teacher functions. Of the 22 schools, parents at only two schools stated that they do not have PTA activities. Of the schools that offer some sort of PTA activity for parents and community members, parents state that they particularly attend those focused on monitoring the achievement of their children (mainly in female schools) or solving disciplinary issues in male schools.

School directors at 42 percent (10) of schools further reiterated that the PTA is effective and running well with multiple awareness programs. The majority of these schools (seven) were expansion schools, while three were newly constructed schools.

The two schools that did not engage in PTA activities linked their lack of engagement to a lack of school leadership. The school director at a female school in an urban central area had strict rules for parents' entry into the school, which entailed listing the names of family members that are permitted to pick up the student from school as well as proof of identification to be able to enter the school. The same school also did not speak to whether the school provided workshops or activities. The second school was a newly built school with a recent change in school administration. The community did not accept the new school director because she enforced strong rules regarding health and hygiene ensuring bathrooms are cleaned, strong disciplinary measures, as well as stricter monitoring of teacher attendance.

Cultural barrier may also hinder community engagement. In one of the male schools located in a rural area, a parent stated that he was too busy to participate in school activities for his son and he would not allow his wife to participate due to cultural restraints against women entering a male school. He stated, "The culture and tradition in this area prevents my wife from coming to school to support my child or attend functions/activities here because it is a boys' school. She used to be a teacher as well and could help, but it is not appropriate for a woman to enter a boys' school."

Workshop and Awareness Session Participation

Respondents at 29 percent (7) of schools stated their schools offered workshop activities to community members and parents. Four of these schools were mixed schools, and four were male schools.

Parents at 33 percent (8) of schools Response spoke about having attended workshops geared towards community members and parents. Five of these schools were mixed schools and two were male schools. Parents at these schools shared that these workshops offered capacity building or other support offered to help them support their children's learning, health and wellbeing. The workshops focused on healthcare, parental care and family planning. Except for one school (mixed, rural central area) that stated the school director offered these classes on a regular 10-week schedule, schools often offer workshops during an afternoon and not regularly. Respondents at three schools mentioned a lack of community engagement being due to either a high illiteracy rate among parents, limited time available to participate in school events due to their work schedules. These schools were located in rural areas, suggesting a potential association between rural locality, lower incomes and parental educational attainment.

Interactions and school acceptance

Respondents at 71 percent (17) of schools spoke positively about communicating openly with school officials beyond the structured PTA activities and seminars. Fifty-nine percent (10) of the 17 schools were either female or mixed schools. At six of these schools, parents also included municipality and community

leaders who were highly engaged at the schools and played a role in motivating a stronger relationship between schools and communities.

During a parent focus group at a male school in a rural area, respondents mentioned, "When the schools were separated, this took away from the secondary school space. We followed up with the municipality. Sometimes, as parents, we can go talk to the MoE to voice and address our concerns about schools' needs. We did that (speak to MoE, field directorate and MoE central) about our needs for an expansion especially additional classrooms and facilities for laboratories and we got the expansion."

Communities mainly in mixed and male schools mentioned that they are un-engaged with the school. Out of 7 negative responses, there were five schools in rural areas. Two of these schools were newly constructed schools. The reasons for disengagement was the school director being from out-side the community, or high illiterate rates or resignation due to lack of jobs and feeling that the only route to employment is the police or the army; in both cases a school degree is not required.

In a rural male school in the center, a community member mentioned "There's no motivation from parents, because they say you'll just work in the army if you don't pass Tawijhi."

Community committees (Education Development Council EDC)

Thirteen percent (3) of the sampled schools showed positive responses to community engagement in school activities. In these schools, respondents discussed having an active Education Development Council (EDC). Among the three active schools, two are expansion schools with one in an urban area in the north, a mixed school in a rural area in the south, and a newly built mixed school located in an urban area in the center. One school level key informant explained, "this is a new system by the MoE for each area to have a Council representative. The role of this council representative is to help create the bridge between schools and local community."

According to one directorate level key respondent, the EDC consists of clusters of schools that meet in one central school. The central school receives funds to facilitate the school cluster meeting. The committee members are from the local communities. The committee members include the school director, community member, focal point from the directorate and elected parents. The term of the committee is two years with four meetings annually, resulting in an action plan for each school. The effectiveness of these committees depends on the social and education level of the committee members.

At these three schools, members of the EDC participated in the parent/community focus group discussions. At a mixed school in the rural center, the head of the EDC was a parent at the school and actively engaged the community in school activities. This individual spoke about plans to further engage the local community in school activities such as the participation in field trips.

At a mixed school in an urban northern area with an active representative from the Educational Development Council, parents attend every meeting at school. They felt the school was responsive to their needs. One parent stated, "the community members are the focal points/link between the parents in the community and the school. This is how we communicate with parents, local community, and how the teachers reach out to the community".

Social and ethnic make-up of nearby communities

While the team did not specifically ask about social and ethnic make-up of nearby communities, KII and FGD participants shared information on these two aspects of nearby communities which may affect the learning environment. Communities may have effects on the school's management (e.g. disciplinary measures, leadership of the school). Our team examined this issue in depth in order to understand how the ethnic make-up of a community can influence community engagement, as well as the potential effects of school construction and expansion efforts in that community. While this was our attempt, we were unable to draw direct correlation between whether school construction had any effect on tribal communities within which schools are located. The team still considers these findings to be of note due to the intensity in which these issues were discussed.

Tribal community and the learning environment

With regards to the effect of tribal communities on the learning environment, the findings were mixed. While respondents at some schools had favorable responses on local community engagement with schools, they all agreed that there was less violence at schools located in tribal communities. For example, respondents at a mixed school in the central area stated, "we are all one tribe, there is no violence in the community." Parents at one male school stated that they allow the school to enforce strict measures on their children including using corporal punishment to discipline students. Some teachers, however, felt that teaching at a school located in a tribal community makes it difficult for them to manage the classes. They feel they have little power in disciplining students because of the close ties that exist between the students, teachers, and community members. A school director at a mixed school in the rural north discussed how she has to document incidents that happen at the school,

I go to the police to report the incident, then go to the directorate to report the incident with the police report. I do this as a way of formalizing the process so that I can be relieved of any responsibility. This is a very tribal area, they consider the school to be their property so I cannot do anything. I had to enhance the windows (with metal bars) to keep the boys from the neighborhood from being able to climb into the classrooms.

Similarly, data suggests that when new groups such as migrants (e.g., Syrian refugees) reside in the community, the school environment is described as being less tolerant of such groups. Six schools (66 percent of sampled schools located in the north) in the north and eight schools (80 percent of sampled schools located in the center) in the central area mentioned tension both directly or indirectly between Jordanian students and Syrian students. None of the schools located in the south mentioned discrimination against Syrians.

The team also assessed how the make-up of nearby communities affect teacher treatment of student (who come from the communities). Only five schools discussed issues with teachers discriminating against students. Three of these were male schools, one was a female school and the other a mixed school. The discrimination described was due to ethnic or social differences between the students and teachers, as well as academic performance. Respondents perceived that teachers treated higher achieving students more favorably. Students in one focus group at a male school in the rural northern area, described the situation as "[it is] more like favoritism in the classroom, distinguished students who are high performance, they are favored. Those who are in the average or below become less known to the teachers." In the same focus group, students also point to the favoritism being due to family ties or other community connected preferences ("wasta"/nepotism).

Tribal community and school leadership

There is a positive correlation between tribal communities and leadership of the school. If the school director comes from the same community, then there is more likelihood that he/she will also be strongly supported by teachers. When the school director is from outside the community, there may be tensions between teachers, and the school director. Engagement with the local community may also be lower. For example, the school director at a mixed expansion school in the north stated that she is not of the same community (where the school is located), though she is from a different branch of the same tribe and felt she has very little authority over the school. She stated, "the villagers feel that they have ownership over the school, take whatever they like, do whatever they like because it is their property."

CONCLUSIONS

Assessment question 3: What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?

Financial and in-kind Support from communities:

- School leadership plays a big role in generating financial and in-kind community contributions.
- The socioeconomic profiles of communities affected their ability to provide financial support to schools. Those community members that were able to provide more support resided in communities with relatively higher incomes.
- There were no measurable differences in community financial or in-kind contributions between new schools and expansion schools.
- Communities near female and mixed schools in urban areas provided more financial and in-kind support compared to communities near female and mixed schools in rural areas.
- Partnership with the private sector could support sustainability of infrastructure-related activities in schools.

Parent-Teacher functions, school community workshops and school events

- PTAs are functional and effective.
- Parents and community members are receptive to workshops targeted towards them, including those that focus on building their capacity to support students' learning.
- Illiteracy, cultural barriers and lack of time is a hindering factor to the participation of communities in Workshops and Awareness sessions.
- Schools with active "Education Development Committee" have greater community engagement than those that do not have active representatives.
- In tribal communities, there is often tension between school directors who are not from the communities, and teachers and parents.

RECOMMENDATIONS

The assessment team hosted a validation workshop with officials from the MoE, MoPW and USAID's EDY team to present preliminary findings and conclusions and co-create actionable recommendations. Requests for student achievement data through the EMIS were also made. The workshop was a helpful venue to identify and prioritize the Government of Jordan's criteria for continued USAID investment in school construction and expansion. It was also a helpful venue to discuss the pros and cons related to new school construction and expansion. Recommendations presented below were prioritized by

participants as critical to strengthening the effectiveness of infrastructure investments on student outcomes.

BENEFITS AND CHALLENGES RELATED TO NEW SCHOOLS AND EXPANSION SCHOOLS

TABLE 6. SAMPLE SIZE – NEW AND EXPANSION SCHOOLS

New Schools	Expansion Schools (excludes fast track schools)	Expansion – Fast track schools	Total schools
5	13	6	24

The team did not observe differences between the different types of schools in regard to student outcomes such as their comfort (use of latrines, access to potable water), or infrastructure maintenance issues. Differences were found in use of teaching and learning materials (< expansion schools), differences in interactive teaching style (< expansion schools) and incidents of violence in schools (< new schools), all of which are likely to impact students' abilities to learn. As previously stated in the Findings section for assessment question two, schools spoke at length about the various types of issues they experienced. What may be different between the schools is the efforts being made to address these issues: leadership of school director to find solutions; support from teachers, students, and communities; support from other donors and NGOs.

Table I in Annex V disaggregates each effort by the type of school. The most noteworthy of these are the leadership of the school director and the support from teachers and students. Respondents from all fast track schools stated their school director is a strong leader, and those from 60 percent of new schools thought the same. Students and teachers support cleaning and maintenance efforts at all new schools, 85 percent of non-fast track expansion schools, and 67 percent of fast track schools. Another effort of note is that respondents at 60 percent of new schools stated nearby communities also support them in cleaning and maintenance. This may be related to findings (see paragraph below) that parents and communities, overall, are excited at having their children attend the new schools and are more motivated to provide support. Figures I-6 in Annex V show the corresponding quantitative data which also support these qualitative findings.

The team visited five newly constructed schools (two male schools and three mixed schools). At each of these schools, the team observed more positive interaction between school staff, teachers, and students. Additionally, parents at these schools seemed more engaged with the school and excited that their children attended the school. Parents described these schools as being even better than private schools. This sentiment was shared across respondents who say that USAID-supported new schools had a high enrolment rate, with many more students on waiting lists. At these schools, there were less discussions on instances of violence by teachers towards students or between students. Additionally, there were less discussions regarding discrimination or favouritism of students.

EFFECTIVENESS OF CONSTRUCTION AND EXPANSION ACTIVITIES ON STUDENT OUTCOMES

USAID, in partnership with the Ministry of Education and other donors, should:

- Align construction/expansion activities with ongoing activities to improve teachers' classroom management skills, positive/nonviolent disciplinary techniques, inclusive pedagogical strategies
- Design and implement a long-term evaluation strategy to establish links between construction/expansion activities, changes in teaching practices and student educational outcomes

The MoE could consider:

- Providing ongoing mentorship to school principals on school maintenance and include related modules in training for new principals (given the critical role of school leadership in ensuring schools are well maintained, teaching quality and student wellbeing)
 - Specifically focusing on student latrines.
 - Identifying innovative, fun ways to motivate school stakeholders (students, teachers, community members and parents) to care for their school environment, including competitions between schools.
- Designing follow on training courses/workshops for school staff (teachers, directors) and MoE field directorate officials to appraise their facilities on an ongoing basis to support decision making on school facility planning and construction.

SCHOOL MAINTENANCE EFFORTS AND SUSTAINABILITY

The MoE could consider:

- Conducting regular follow up visits to schools to ensure spaces are being utilized as intended and to understand and address newly developed concerns.
- Continuing to support schools in their maintenance efforts which could mean working with the MoE and MoPW to ensure appropriate allocation of staff and school maintenance budgets, reducing the bureaucracy that comes with the two-year warranty, or working with other donors and implementers on different maintenance solutions.
- Supervising construction/expansion activities and institute regular reporting requirements from each field directorate in order to compile updates and lessons learned on construction/expansion activities.

USAID, in close collaboration with the MoE, should:

- Ensure more communication between schools and communities and construction stakeholders (e.g. USAID and its partners, MoE) so that construction activities meet the needs of schools and communities.
- USAID/Jordan, the MoE and the MoPW (through the Donor Coordination Working Group) should identify clear roles, responsibilities and expectations for both preventative and ongoing school maintenance. Budget availability should be communicated clearly to all parties to facilitate collaboration.

SCHOOL AND COMMUNITY ENGAGEMENT

The MoE could consider:

- Ensuring appropriate allocation of school budgets in order for schools to meet the needs of students (e.g. adequate supply of school materials and resources), including building on national strategies to strengthen Private Public Partnerships.
- When constructing schools in areas where the community is tribal, developing and coordinating host-community integration support program to decrease the tension between refugee communities, other communities from varying nationalities, and local Jordanian communities. This should include community engagement programs that are based on a thorough understanding of the communities surrounding schools (e.g. tribal communities, high Syrian refugee population areas), particularly because communities differ from each other in varying degrees.

USAID, in close partnership with the MoE, should:

- Collaborate with Education Development Councils on school construction activities, and strengthen their role in engaging communities and schools, including after completion of construction activities.
- Coordinate with schools to include community targeted workshops focusing on both parents and students' needs in order to strengthen ties with schools and increase engagement with their children's learning environment.

ANNEX I: ASSESSMENT STATEMENT OF WORK

EDUCATION ASSESSMENT - SCHOOL CONSTRUCTION AND SCHOOL EXPANSION

STATEMENT OF WORK (SOW)

INTRODUCTION

The USAID/Jordan Education and Youth (EDY) team requested USAID Monitoring and Evaluation Support Project (MESP) to undertake an assessment to inform their school construction activities. As part of this assessment, the MESP team will specifically look at new school construction and school expansion and their effects on learning and social inclusion outcomes.

PURPOSE OF THE ASSESSMENT

This assessment will provide USAID and the EDY team with information needed to plan follow-on strategy and inform future activity designs. Specifically, the assessment will examine effects, opportunities, challenges and lessons learned in school construction and school expansion activities on three levels:

1. Effects of construction activities on learning outcomes and school performance
2. Sustainability of different construction approaches in terms of learning outcomes and school performance
3. Effects of construction activities on social inclusion and cohesion outcomes for both students and communities

Overall, the assessment will provide a starting point for USAID to understand the benefits and challenges associated with new school construction and school expansion efforts in different educational and social contexts in Jordan. This assessment will serve as the first step in determining the benefits and challenges associated with school construction and school expansion activities in Jordan as reported by school-level stakeholders, such as students, teachers, and school heads and support staff, and relevant local and national Government of Jordan stakeholders.

ASSESSMENT QUESTIONS

The assessment will explicitly answer the following three questions:

- I. Assess the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level.
 - a. Are the schools designed and built by USAID support being used as was intended in terms of classroom size, instructional approach and community usage? Why or why not?
 - b. Are the newly built and expanded schools achieving the desired outcomes in terms of student performance, social inclusion, overcrowding, and reduction in violence? Why or why not?
 - i. For example, does addressing overcrowded classrooms positively affect teacher performance, student attendance, academic performance, and level of safety and sense of belonging?
 - ii. Do the new classrooms facilitate group and individualized instruction?
 - iii. What types of damage/repair happened by KG1-G3, G4-G9, and G10-G12 and how/why were they different?
 - iv. Were schools affected by surrounding environment, including neighboring schools, in terms of vandalism or harassment? Was this taken into consideration in planning (i.e. physical gates and fences, discussion with neighboring principals and management)?
 - c. What factors and conditions related to school construction are associated with the more successful interventions? Why?
 - i. For example, prior to and after construction or expansion:

1. How many classes/students/teachers were there?
 2. Did the school have sufficient teachers per grade and subject areas (core and extracurricular subjects)?
 3. Were sufficient resources and equipment available to instruct the classes?
 4. What classes were cancelled due to shortage of classrooms and teachers, and at what frequency?
 5. What space and budgetary resources are available and used by teachers to work and plan classes?
 6. Were there sufficient staff including, but not limited to, guidance counselors, janitor, librarian, secretary, vice-principal, and principal to manage the school?
 7. Were bathrooms inside or outside of schools, were they separate in mixed schools, and how did this affect harassment and perceived safety?
2. Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?
 - a. Is there a renewable/sustainable budget for upkeep and maintenance in the long-term? What kind of budget is necessary? Who provides the budget (e.g., the community?)¹
 - b. For example, prior to and after construction/expansion:
 - i. Was there a sufficient ratio of maintenance and security staff to students, with appropriate gender?
 - ii. Were there effective internal incident reporting mechanisms for maintenance to access funds or repairs? Do schools know how to use the MoE mechanism?
 - iii. Were there sufficient equipment to repair and clean schools?
 3. What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?
 - a. How does the distance of the school from the village or town affect community engagement? What about other construction-related factors, such as a wall around the school, locks on the doors, etc.?

ASSESSMENT DESIGN AND METHODOLOGY

The EDY School Construction and School Expansion Assessment will observe and document the effects of school construction on learning and social outcomes by examining student performance and attitudes of relevant stakeholders. Schools will be selected purposively from past USAID interventions such as the Jordan School Construction and Rehabilitation Project (JSP), as well as existing interventions such as the Jordan School Expansion Project (JSEP).

By combining insights from both completed and ongoing activities the assessment will gather feedback from a range of stakeholders that can be immediately applied to ongoing activities (JSEP and SKEP). This approach will give EDY and USAID an overview of lessons learned and serve as a foundation to inform for future school construction and school expansion activities.

The assessment will use a mixed methods approach combining data on student and school performance (gathered through sources like the EMIS database) with qualitative data (gathered through site

¹ Cost analyses will not be conducted as part of this assessment.

observations, key informant interviews and focus groups). The assessment may also conduct rapid quantitative surveys with students and teachers at schools visited during data collection.

A detailed methodology including a comprehensive approach design, sampling frames, and data collection instruments will be completed and submitted to USAID in the first month of the assessment. However, it is anticipated that the assessment will generally follow the key phases described below.

Phase 1: Desk Review

The desk review phase will be used to further inform the assessment design and instrumentation. It is anticipated the majority of the desk review will be completed within the first two to three weeks of the assessment with further review of key documents on-going throughout the lifespan of the study. Below are the key steps and considerations for the assessment desk review phase. The list of sources and approaches is meant to be illustrative, not exhaustive. Sources and documents may be added or removed as the assessment progresses.

- Summary review and analysis of key academic literature on school environments and learning outcomes, overcrowding and impacts on learning and social outcomes, best practices in school construction and expansion, and the education and learning context within Jordan.
- Summary review of literature, policy papers, past assessments and other publicly available documents (USAID, World Bank reports, GIZ reports) on the current state of public schools in Jordan, the biggest challenges in terms of infrastructure, overcrowding, and accessibility facing the Jordanian public-school system and trends in learning outcomes and student performance over the past 10 years.
- Review and analysis of Education Management Information System (EMIS) data on school infrastructure and student performance.
- Review of the Ministry of Education (MOE) national tests for grade 12 Tawjihi, and grades 4 & 8 TIMSS (Trends in International Mathematics and Science Study)
- A thorough review of current and past USAID activity documents including AMEPS, quarterly and annual reports, evaluations and impact assessments (if any), PMPs and budgets. The assessment will focus on two USAID activities – JSP and JSEP.

Phase 2: Data Collection

Primary data collection in a small sample of schools will take place after the submission and approval of the assessment design. It is anticipated that data collection will begin in early April and will be completed prior to the start of Ramadan in mid-May, i.e., at the beginning of May. A full data collection implementation plan will be provided as part of the assessment design report. The plan will account for school holidays, public holidays and will work, wherever possible, to ensure data collection ends before Ramadan to avoid serious delays.

A sample of 15-20 schools will be purposively selected for visits. These schools will be distributed across three categories: locality (urban, rural), sex (female, male, and mixed), and region (north, central and south Jordan). These categories are aligned with the criteria for school selection in JSEP. Additional variables that will be considered include: level of overcrowding, level of poverty, and proportion of refugees served. Differences in single and double shifted schools will not be examined given schools are not technically permitted to double shift.

The majority of the primary data collection will be qualitative and will fall under three main categories: Site Observation; Key Informant Interviews; and Focus Groups. The assessment team will also explore the feasibility of conducting rapid quantitative surveys at the teacher and/or student level.

- **Site Observation:**

Using a set observation check list, the assessment team will conduct site observations of the selected schools to assess if the schools are being used as intended and their general level of upkeep and maintenance.

- **Key Informant Interviews**

Key informant (individual) interviews will be used to help gain insights into the factors behind any change in student and school performance as observed through EMIS and other testing databases. These interviews will also work to provide programmatic context, insights into ongoing program challenges and opportunities and key lessons learned that will allow EDY to better inform their future programming or make changes to ongoing programs where possible and appropriate.

A list of the potential interviewees is below. Where relevant, respondents should be selected from schools and communities benefiting from JSP and JSEP interventions:

- School Principals and Vice Principals
- Relevant Government of Jordan (GoJ) stakeholders at the national and local level.
- USAID Stakeholders, including JSP, JSEP activity staff (SKEP activity staff may also be interviewed for their insights).

- **Focus Groups**

Focus Groups will be used to gain in-depth understandings of the collective experiences of primary and secondary beneficiaries. By gaining a deeper understanding of the experiences of teachers, community members and students, the assessment will work to unpack the factors that affect school performance to better understand the differential effects of school construction or expansion on stakeholders. This will include feelings of safety and security, integration, inclusion in construction and expansion processes, and operations and maintenance.

A list of potential focus group types can be found below:

- Parents and Community Leaders
- Teachers of core and extracurricular subjects
- Support staff at schools including school administrators, guidance counselors, janitors and security guards
- Students

- **Quantitative Survey**

To potentially gauge the perspectives of a larger number of beneficiaries within and across schools, the assessment team will explore the feasibility of conducting a rapid survey of relevant stakeholders such as students and teachers/principals. Such surveys could measure perceptions of: safety and security (including incidents of violence or vandalism), quality of school infrastructure and degree to which new facilities have alleviated pre-existing challenges such as overcrowding, challenges associated with maintenance of new facilities, community involvement and support, and changes in student learning outcomes.

Phase 3: Analysis

After the completion of the data collection, the assessment team will synthesize the primary and secondary data gathered in each phase. Data gathered through onsite observations and interviews (15-20 schools) will be complemented by secondary data gathered from EMIS on a larger sample of schools supported by JSP and JSEP. In this way, the assessment can ensure broader representation of the JSP and JSEP activities.

The data will be analyzed with attention to the generation of specific and actionable recommendations for USAID and the EDY team.

It is anticipated that the analysis phase will be completed by end of May when the assessment can share a selection of draft findings with USAID.

The final report, which will incorporate USAID feedback from the team's draft report and final presentation, will be completed by the end of June 2018.

- **Tool Kits**

In addition to the final report, the assessment team will explore the creation of a set of indicators, needs assessment tool kits, and/or data collection instruments related to school construction and school expansion that would enhance the ability of USAID and its Implementing Partners to collect relevant data for ongoing activity monitoring, baseline, midline and endline evaluations and for program/strategic planning purposes. The evaluation team will include any relevant guides, tools or indicators as part of the final report.

ASSESSMENT TEAM COMPOSITION

To meet the requirements of team composition, and to ensure data quality, the following is suggested for team composition:

- Team Leader (Education and Youth, Child Sensitive Research/Program Design and Implementation Evaluation/Assessment Experience, USAID Experience)
- Subject Matter Expert - (Education, Youth and Social Development, Social Inclusion, Jordan/Regional Experience)
- Evaluation/Assessment Specialist (Evaluation/Assessment, USAID, Education Experience)

The MESP Senior M&E Specialist, M&E Specialists and Evaluation Assistant will also support the assessment team.

PERFORMANCE PERIOD

The assessment will be conducted from February to June 2018, with data collection conducted from April – Early May and final report submitted by the end of June 2018.

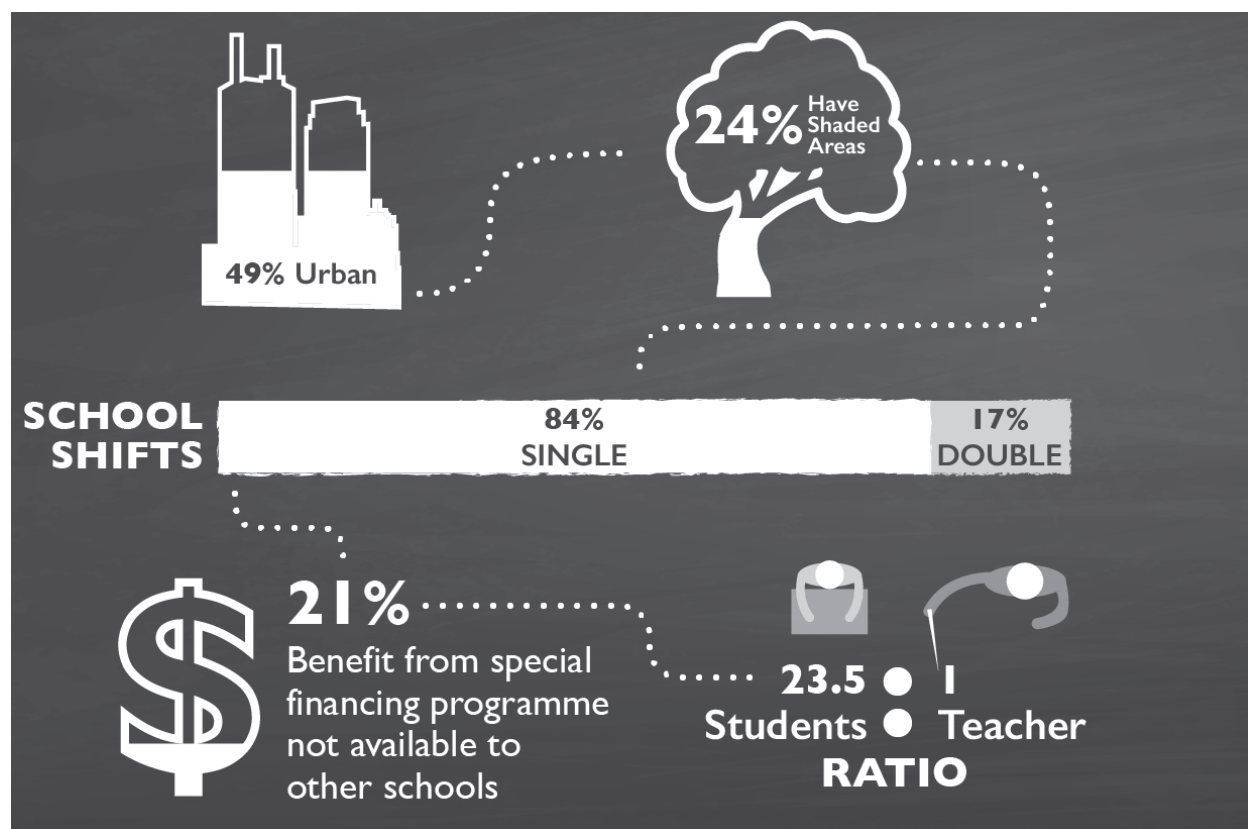
Logistics for the assessment will be provided by MESP.

DELIVERABLES AND TIMELINE

School Construction and School Expansion Assessment:

Deliverables/Task	Timeframe
MESP finalize SOW	End of January
MESP begins desk review, develops work plan	Beginning of February
MESP consultation with USAID EDY team	Middle of February
MESP develop assessment design/methodology and tools, finalize work plan and submit assessment design report to EDY	February-March
Field work	April-Beginning of May
Data analysis	May
Debriefing presentation for USAID	End of May/Early June
MESP submit draft report	Middle of June
MESP submit final assessment report	End of June

ANNEX II: ASSESSMENT DESIGN REPORT



ASSESSMENT DESIGN REPORT

EDUCATION ASSESSMENT

School Construction and School Expansion

APRIL 2018

This publication was produced for review by the United States Agency for International Development. It was prepared by Nitika Tolani, PhD, Jeff Davis, EdD/PhD, Mai Yang, Mayyada Abu Jaber, and Afnan Al Hadidi for Management Systems International (MSI), a Tetra Tech Company

ASSESSMENT DESIGN REPORT

Education Assessment

School Construction and School Expansion

Contracted Under AID-278-C-13-00009
USAID/Jordan Monitoring & Evaluation Support Project (MESP)

DISCLAIMER

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ACRONYMS

EDY	Education and Youth Team (USAID)
FCR	Findings, Conclusion and Recommendation
G2A	Getting to Answers
GoJ	Government of Jordan
IDIs	In-Depth Interviews
JSP	Jordan School Construction and Rehabilitation Project
JSEP	Jordan School Expansion Project
KII	Key Informant Interviews
MESP	Monitoring and Evaluation Support Project (MSI)
MoE	Ministry of Education
NGO	Non-Government Organization
PTA	Parent Teacher Association
SKEP	Schools for Knowledge Economy Project
SMC	School Management Committee
TIMSS	Trends in International Mathematics and Science Study
USAID	United States Agency for International Development

INTRODUCTION

The USAID/Jordan Education and Youth (EDY) team requested USAID Monitoring and Evaluation Support Project (MESP) to undertake an assessment to inform their school construction activities. As part of this assessment, the MESP team will specifically look at new school construction and school expansion and their effects on learning and social inclusion outcomes.

PURPOSE OF THE ASSESSMENT

This assessment will provide USAID and the EDY team with information needed to plan follow-on strategy and inform future activity designs. Specifically, the assessment will examine effects, opportunities, challenges and lessons learned in school construction and school expansion activities on three levels:

4. Effects of construction activities on learning outcomes and school performance
5. Sustainability of different construction approaches in terms of learning outcomes and school performance
6. Effects of construction activities on social inclusion and cohesion outcomes for both students and communities

Overall, the assessment will provide a starting point for USAID to understand the benefits and challenges associated with new school construction and school expansion efforts in different educational and social contexts in Jordan. Specifically, the focus will be on the effects of construction and expansion on school stakeholders, the sustainability of both approaches, and the degree to which these approaches engender community engagement. This assessment will capitalize upon existing quantitative data (through the Government of Jordan) representative of relevant activities within the USAID/Jordan EDY portfolio, as well as in-depth primary data collection activities in a sample of schools. In this way, the assessment will also enhance the ability of USAID and its Implementing Partners (IPs) to collect relevant data for ongoing activity monitoring, baseline, midline and endline evaluations and for program/strategic planning purposes.

ASSESSMENT QUESTIONS

The assessment will explicitly answer the following three questions:

4. What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?
5. Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?
6. What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?

UNDERSTANDING OF THE ASSESSMENT QUESTIONS

The assessment team met with USAID/Jordan EDY team to better understand and operationalize the assessment questions. This process was critical to designing the data collection methodology and tools, including the types of questions we will ask.

Note that a critical element implicit in each of the assessment questions is whether there are differences in effectiveness for school construction or school expansion.

The **first assessment question** centers on the effectiveness of school construction and school expansion interventions on student learning and on perceptions of the learning environment among students, school staff and local community members who are involved in school management (e.g. Parent Teacher Association (PTA) or School Management Committee (SMC) members). The assessment team will seek to document whether:

- (a) schools designed and built by USAID support are being used as intended in terms of classroom size, instructional approach and community usage? Why or why not?
- (b) newly built and expanded schools are achieving the desired outcomes in terms of student performance, social inclusion, overcrowding, and reduction in violence? Why or why not?

For example, does addressing overcrowded classrooms positively affect teacher performance (including teachers' reliance on corporal punishment or more positive disciplinary measures), student attendance, academic performance, and level of safety and sense of belonging? Do the new classrooms facilitate group and individualized instruction? How has the Syrian refugee crisis affected schools supported by USAID/Jordan construction and expansion activities and in what ways? What types of damage/repair happened by KG1-G3, G4-G9, and G10-G12 and how/why were they different? Were schools affected by surrounding environment, including neighboring schools, in terms of vandalism or harassment? Was this taken into consideration in planning (i.e. physical gates and fences, discussion with neighboring principals and management)?

- (c) factors and conditions related to school construction or expansion are associated with the more successful interventions? Why or why not?

The site observation checklist and school level interviews will document changes in a number of factors prior to and after construction or expansion, such as:

- How many classes/students/teachers were there?
- Did the school have sufficient teachers per grade and subject areas (core and extracurricular subjects)?
- Were sufficient resources and equipment available to instruct the classes?
- What classes were cancelled due to shortage of classrooms and teachers? How often were classes cancelled?
- What space and budgetary resources are available and used by teachers to work and plan classes?
- Were there sufficient staff including, but not limited to, guidance counselors, janitor, librarian, secretary, vice-principal, and principal to manage the school?
- Were bathrooms inside or outside of schools, were they separate in mixed schools, and how did this affect harassment and perceived safety?

The **second assessment question** focuses on sustainability of school construction or expansion, and the factors that contribute towards basic upkeep and maintenance. The assessment team will be guided by questions such as whether there is a long term, renewable/sustainable budget for upkeep and maintenance, and the level of financial resources that may be necessary for the school to ensure basic upkeep and maintenance.

The assessment team will also seek to document where such funds come from (e.g. the community) and the degree to which schools are successful in accessing these funds, and any relevant factors in accessing these funds. Examples of such factors include: an entrepreneurial school director, a sufficient ratio of maintenance and security staff to students, with appropriate gender; effective internal incident reporting mechanisms for maintenance to access funds or repairs; awareness among school staff of how to use the MoE mechanism; and sufficient equipment to repair and clean schools. Efforts to measure changes in these variables before and after school construction/expansion will be made.²

Finally, the **third assessment question** will focus on the relationship between specific school construction activities and community engagement. As part of this question, the assessment team will review community engagement in students' extracurricular activities. Factors such as the distance between schools and communities, and whether physical distance affects the level of community engagement will also be examined. Community engagement can come in positive/supportive and negative forms (e.g. looting, intrusion on school property during school hours). Other construction related factors such as whether a wall exists around a school and locks are on the doors will also be investigated to determine the ways in which the community uses school property and grounds, and protective measures schools can take to ensure the grounds are used for teaching and learning activities as intended.

APPROACH TO ANSWERING THE ASSESSMENT QUESTIONS

The EDY School Construction and School Expansion Assessment will observe and document the effects of school construction on learning and social outcomes by examining student performance and attitudes of relevant stakeholders. Schools will be selected purposively from past USAID interventions such as the Jordan School Construction and Rehabilitation Project (JSP), as well as existing interventions such as the Jordan School Expansion Project (JSEP). A Getting to Answers matrix that presents data collection sources by assessment question is contained in Annex I.

By combining insights from both completed and ongoing activities the assessment will gather feedback from a range of stakeholders that can be immediately applied to ongoing activities (JSEP and SKEP). This approach will give EDY and USAID an overview of lessons learned and serve as a foundation to inform for future school construction and school expansion activities.

The assessment will use a mixed methods approach combining data on student and school performance (gathered through sources like the EMIS database) with qualitative data (gathered through site observations, key informant interviews and focus groups). The assessment will also conduct rapid quantitative surveys with students and teachers at schools visited during data collection.

² Cost analyses will not be conducted as part of this assessment.

The assessment will generally follow the key phases described below.

PHASE 1: DESK REVIEW AND PILOT TEST

The desk review phase will be used to further inform the assessment design and instrumentation. It is anticipated the majority of the desk review will be completed within the first two to three weeks of the assessment with further review of key documents on-going throughout the lifespan of the study.

Below are an illustrative list of documents and data sources to be consulted during the desk review phase. The list of sources and approaches is meant to be illustrative, not exhaustive. Data sources such as the Education Management Information System (EMIS), TIMSS (Trends in International Mathematics and Science Study) and national examinations implemented by Jordan's Ministry of Education such as Tawjihi, will be reviewed to determine their relevance and usability (including data reliability) for this assessment.

- Academic literature on school environments and learning outcomes, overcrowding and impacts on learning and social outcomes, best practices in school construction and expansion, and the education and learning context within Jordan.
- Past assessments and other publicly available documents (USAID, World Bank reports, GIZ reports) on the current state of public schools in Jordan, the biggest challenges in terms of infrastructure, overcrowding, and accessibility facing the Jordanian public-school system and trends in learning outcomes and student performance over the past 10 years.
- Current and past USAID activity documents including AMEPS, quarterly and annual reports, evaluations and impact assessments (if any), PMPs and budgets. The assessment will focus on two USAID activities – JSP and JSEP.

A pilot test of the draft data collection tools was conducted in March 2018 concurrent to the desk review. The pilot test suggested some important revisions to the quantitative and qualitative tools (i.e. shortening the tools to reduce burdens on respondents). Final versions of the tools are annexed to this design document.

The pilot test also pointed towards an expanded sampling approach. For example, the school visited during the pilot test was supported by USAID/Jordan almost 10 years ago. Neither teachers nor students were able to speak to the effects of construction/expansion activities on key student outcomes or changes in the learning environment. However, some important information was collected on sustainability of the construction/expansion activities at that school, most notably that the expanded facilities were not available for teaching and learning activities and was being used as a storage space for the MoE. The assessment team will amend its sampling approach to ensure that we will visit at least 5 schools where construction/expansion took place more than 5 years ago to assess whether such sustainability challenges exist in other schools.

PHASE 2: DATA COLLECTION

This assessment will include both:

- secondary data analysis using EMIS data on all schools supported by the JSP and JSEP activities, and
- primary data collection on a smaller sample of schools.
-

In this way, the assessment can ensure broader representation of the JSP and JSEP activities as well as in-depth information from the schools.

Primary data collection in a small sample of schools will take place after the submission and approval of the assessment design. It is anticipated that data collection will begin in early April and will be completed

prior to the start of Ramadan in mid-May. A detailed work plan is contained in Annex 2. The plan will account for school holidays, public holidays and will work, wherever possible, to ensure data collection ends before Ramadan to avoid serious delays.

A sample of 25 schools will be purposively selected for visits (dependent upon school closures/holidays occurring in April and early May). These schools will be distributed across three categories: locality (urban, rural), sex (female, male, and mixed), and region (north, central and south Jordan). These categories are aligned with the criteria for school selection in JSEP. The sample includes schools supported through both JSP and JSEP (including Fast Track).

Additional variables that will be considered include: level of overcrowding, level of poverty, and proportion of refugees served, once the assessment team has obtained EMIS files with this data. Based on the experiences of the pilot test conducted by the team in March 2018, care will also be taken to select schools where construction or expansion support was provided by USAID/Jordan more than 5 years ago. In this way, the assessment team will be able to discern some of the issues around sustainability of construction and expansion activities. Differences in single and double shifted schools will not be examined given schools are not technically permitted to double shift.

The distribution of schools by key criteria is as follows:

TABLE 1: SCHOOLS BY KEY CRITERIA							
TYPE	NORTH		CENTRAL		SOUTH		TOTAL
	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	
BOYS	1	2	2	1	1	1	8
GIRLS	2	1	1	1	1	1	7
MIXED	2	1	3	2	1	1	10
TOTAL	5	4	6	4	3	3	25

One to two schools will be visited per day based upon MESP support staff availability. The team will schedule data collection activities so as not to disrupt teaching and learning in the schools. The site visit schedule and data collection tools were finalized in April 2018, in close collaboration with USAID/Jordan.

The majority of the primary data collection will be qualitative and will fall under three main categories: Site Observation; Key Informant Interviews; and Focus Groups. The assessment team will also conduct rapid quantitative surveys at the teacher and/or student level.

Site Observation

Using an observation checklist developed by the team, the assessment team will conduct site observations of the selected schools to assess if the schools are being used as intended and their general level of upkeep and maintenance.

Key Informant Interviews

Key informant (individual) interviews will be used to help gain insights into the factors behind any change in student and school performance as observed through EMIS and other testing databases. These interviews will also work to provide programmatic context, insights into ongoing program challenges and opportunities and key lessons learned that will allow EDY to better inform their future programming or make changes to ongoing programs where possible and appropriate.

A list of the potential interviewees is below. Where relevant, respondents should be selected from schools and communities benefiting from JSP and JSEP interventions:

- School Principals and Vice Principals
- Relevant Government of Jordan (GoJ) stakeholders, especially within the Ministry of Education (MOE), at the national and local level.
- USAID Stakeholders, including JSP, JSEP activity staff (SKEP activity staff may also be interviewed for their insights).

Focus Groups

Focus Groups will be used to gain in-depth understandings of the collective experiences of primary and secondary beneficiaries. By gaining a deeper understanding of the experiences of teachers, community members and students, the assessment will work to unpack the factors that affect school performance to better understand the differential effects of school construction or expansion on stakeholders. This will include feelings of safety and security, integration, inclusion in construction and expansion processes, and operations and maintenance.

A list of potential focus group types can be found below:

- Parents and local Community members who are involved in school management or events (i.e. PTA or SMC members)
- Teachers of core subjects and extracurricular activities
- Support staff at schools including school administrators, guidance counselors, janitors and security guards
- Students (balanced by gender, grade)

Rapid Survey of Students and Teachers

To gauge the perspectives of a larger number of beneficiaries within and across schools, the assessment team will conduct a rapid survey of students and teachers. We will randomly select students ensuring balanced representation by grade and gender. For smaller and medium sized schools, we will try to survey all teachers. For larger schools, we will survey a sample of teachers, balanced by gender. Such surveys could measure perceptions of: safety and security (including incidents of violence or vandalism), quality of school infrastructure and degree to which new facilities have alleviated pre-existing challenges such as overcrowding, challenges associated with maintenance of new facilities, community involvement and support, and changes in student learning outcomes.

PHASE 3: ANALYSIS

After completion of data collection, the assessment team will synthesize the primary and secondary data gathered in each phase. Data gathered through onsite observations and interviews (approximately 20 schools) will be complemented by secondary data gathered from EMIS on all schools supported by JSP and JSEP. In this way, the assessment can ensure broader representation of the JSP and JSEP activities. The data will be analyzed with attention to the generation of specific and actionable recommendations for USAID and the EDY team to ensure continued quality in school construction and expansion activities.

It is anticipated that the analysis phase will be completed by end of May when the assessment can share a selection of draft findings with USAID. The final report, which will incorporate USAID feedback from the team's draft report, presentation and workshop to co-create conclusions and recommendations with USAID's EDY team, will be completed by the end of June 2018.

DATA COLLECTION METHODS

OVERVIEW

This assessment will rely on primary and secondary data collection activities as detailed below.

TABLE 2: SAMPLE DATA COLLECTION METHODS BY ASSESSMENT QUESTIONS	
DATA COLLECTION METHODS	ASSESSMENT QUESTIONS
Desk Review	1
EMIS Data	1, 2, 3
Focus Group Discussions	1, 2, 3
Key Informant Interviews	1, 2, 3
Site Visits	1, 2, 3
Student, Teacher Surveys	1, 2, 3

ACTIVITY MONITORING DATA AND EMIS DATA

JSP and JSEP activity monitoring data will provide information on two indicators: number of classrooms built, and number of students impacted.

As such, the EMIS will serve as a more comprehensive source of information for this assessment. The following categories of variables will be requested from the Ministry of Education for all schools supported by JSP and JSEP beginning in 2011:

1. Background school-level characteristics such as school ID, year school was constructed, student teacher ratio, sex of school, locality (urban/rural), Governorate and locale (north, south, central), school level (e.g. KG1-G3, G4-G9, G10-G12)
2. whether school benefited from USAID construction or expansion interventions, or other donor activities related to construction or expansion
3. any variables related to teacher attendance or performance
4. whether school has sufficient support staff (e.g. janitors, security guards, principal and vice-principal, librarians)
5. student attendance, completion, graduation rates by grade
6. student performance (e.g. pass rates) and achievement scores on national tests
7. variables related to school infrastructure, presence of basic services (running water, latrines exist and are functional, clean, are latrines present inside or outside of schools)
8. variables related to over-crowding (whether school has sufficient resources and equipment for instruction or accommodating students)
9. take up of MoE mechanism to request funds for repairs or maintenance
10. any variables related to safety or violence in the schools (either interpersonal or due to construction related issues, i.e. need for repairs)

MESP Jordan has formally requested EMIS data relevant to the above categories. If the assessment team is granted access to this data prior to data collection, we will use the data to inform school selection and to inform finalization of data collection tools (i.e. specific questions we ask at particular schools).

PRIMARY DATA COLLECTION METHODS AND SAMPLING

For this assessment, the team will rely on using mixed methods: qualitative and quantitative research. Semi-structured protocols have been developed for the KII and focus group discussions described below. Drafts of these instruments are contained in Annex 3. These documents were pilot tested by the MESP team in March 2018 and finalized prior to data collection. The pilot test helped determine the feasibility of conducting all proposed data collection activities within each school. However, as data

collection progresses, new questions may be added based to these tools or questions deleted that the assessment team deems to be redundant or irrelevant.

KEY INFORMANT INTERVIEWS AT NATIONAL LEVEL

Key informant interviews will be conducted with the following key informants. The team anticipates a total of 5 – 10 such interviews:

- USAID
 - EDY Team, including engineer specialists and JSEP activity staff
- Subcontractors involved in construction and expansion activities
- Members of the planning committees who assessed school spaces and community needs during JSP and JSEP
- Other Donors in Education/Construction Sector in Jordan
 - KFW
 - World Bank
 - Rotary Club of Amman
- Government of Jordan
 - Development Coordination Unit
 - Department of Buildings and Projects
 - Field Directorates (Amman, Mafraq Center, Zarqa, North Mazar, Aqaba, Petra)
 - Queen's Healthy Schools Accreditation Program (adopted by the Royal Health Awareness Society (RHAS) in partnership with Jordanian Ministry of Health and Ministry of Education as a national program to accredit schools which are successful in implementing the national schools health standards
 - Madrasati – *“an initiative was launched in 2008 to connect individuals, private companies and organizations, and provide them with support for improving the physical and educational learning environments of Jordan's most neglected public schools. Madrasati serves Jordanian public schools run by the Ministry of Education identified as most underperforming and most in need of renovation. It has 140 partners from the public, private and civil society sectors.”*

SITE/SCHOOL VISITS

The assessment team will also select a sample of 25 schools from all schools that have benefited from JSP or JSEP activities. The assessment team will strive to visit 20 schools – however the final number is dependent upon school closures due to national holidays during the data collection period.

As noted above, these schools will be selected purposively within the following categories or strata:

- Gender of the school (female, male, mixed)
- Locality of the school (urban, rural)
- Region/Geography of the school (north, central, south).

The assessment team has reviewed project monitoring data for JSP and JSEP and determined there is sufficient distribution of schools by region, gender, and construction type. Given the larger size of the JSP activity (JSP supports 125 schools, while 65 schools are supported by JSEP), a greater number of JSP supported schools will be selected for site visits. Schools will also be selected based upon when construction or expansion activities took place (e.g. more or less than 5 years ago) to address issues around sustainability.

Within each school, the assessment team will conduct site observations, surveys with students and teachers and key informant interviews with school leadership (principals or vice-principals, depending on

availability). Qualitative activities such as focus group discussions (FGDs) with students, teachers, school support staff, and parents/community members will also be conducted in all schools.

One FGD will be conducted with students at each school. FGDs will consist of 6-8 students representing a range of grades depending on the level of the school. In primary schools, students from Grades 6-7 or Grades 7-9 will be selected for FGDs. In secondary schools, students from Grades 10-12 will be selected for FGDs. In total, approximately 150 – 200 students will take part in FGDs in this assessment. Surveys will also be administered to students at each school. In instances where more than one section per grade exists, a classroom will be randomly selected. In total, approximately 1125 students will be surveyed as part of this assessment (assuming 15 students per grade, 2-3 grades sampled per school).

One FGD with teachers will be conducted at each school, consisting of about 4-6 teachers (depending upon staff availability). In total about 100 - 150 teachers will take part in FGDs in this assessment. A survey will also be administered to teachers representing the grades of the students selected for the surveys and FGDs (about 3 teachers per school). In total, approximately 75 teachers will be surveyed in this assessment.

Finally, one FGD with parents and community members involved in school management activities will be conducted at each school. About 100 - 150 parents/community members will take part in FGDs in this assessment (about 4-6 per school).

TABLE 3: SAMPLE ESTIMATES BY DATA COLLECTION METHODS	
DATA COLLECTION METHODS	SAMPLE SIZE ESTIMATES
Site Observation (1/school)	N= 25
Teacher Surveys (3/school)	N = 75
Teacher FGDs (4-6 teachers/school)	N = 100-150
Student Surveys (15 students/grade, 3 grades/school)	N = approx. 1125
Student FGDs (6-8 students/grade, 3-5 grades/school)	N = 150-200
Parent/Community Member FGDs (4-6 parents/school)	N = 100-150
Key Informant Interviews (1/school)	N = approx. 25
Key Informant Interviews (national level)	N = 5-10

The assessment team will ensure gender balance across these data collection activities (e.g. equal numbers of boys and girls in focus group discussions). Where appropriate or requested, males and females may be interviewed separately.

Care will be taken to maintain confidentiality and privacy during all data collection activities. To encourage unbiased and honest responses, focus group discussions will be conducted separately for students, teachers/school staff and parents. In all cases the assessment team will seek a certain degree of homogeneity within focus groups to allow for an open interactive discussion between the focus group participants.

MESP will provide a refresher training on focus group facilitation and key informant interview techniques prior to data collection, to ensure standardization of techniques across the assessment team. Focus groups will be led by assessment team members with expertise in facilitating such activities in evaluations. As two members of the assessment team do not speak Arabic, translators who are familiar with qualitative data collection techniques and sensitivities in education research will be recruited to support the team. The majority of focus group discussions and interviews will be conducted in Arabic with translators present; some national level key informant interviews may be conducted in English.

While the assessment team will try to ensure a note-taker is present during all KIIs and FGDs, these activities will also be tape recorded such that facilitators can concentrate on engaging participants in meaningful conversations, and detailed summaries are available for analysis after data collection is complete.

A detailed Field Movement Plan and the final school list and individuals (national, local and school levels) interviewed (by position title to maintain confidentiality) will be included as annexes to the Final Assessment Report.

DATA ANALYSIS METHODS

This assessment will employ both qualitative and quantitative approaches to answer the assessment questions. These approaches will include:

- Key informant interviews (KIIs) and Focus Group Discussions (FGDs)
- Site observations
- Document analysis
- Secondary data analysis of EMIS data (and to a lesser extent JSP, JSEP monitoring data)
- Surveys of students and teachers

The assessment team will validate qualitative findings by triangulating different data collection methods and inputs from key informants. There will be no specific methodology to validate quantitative findings, given the priority on qualitative findings. However, as quantitative analysis will be conducted prior to or in parallel with primary data collection activities, the assessment team will try to explore any trends emerging in the EMIS data through qualitative interviews or FGDs.

Several types of data analysis will be conducted based on the assessment design. These include:

DOCUMENT REVIEW

The following documents will be reviewed and summarized as part of the analysis³:

- Key academic literature on school environments and learning outcomes, overcrowding and impacts on learning and social outcomes, best practices in school construction and expansion, and the education and learning context within Jordan.
- Extant literature, policy papers, past assessments and other publicly available documents (USAID, World Bank reports, GIZ reports) on the current state of public schools in Jordan, the biggest challenges in terms of infrastructure, overcrowding, and accessibility facing the Jordanian public-school system and trends in learning outcomes and student performance over the past 10 years.

QUALITATIVE DATA ANALYSIS

The Getting to Answers (G2A) Matrix provides a framework for data analysis (see Annex I) and will be refined as needed at the end of fieldwork. The G2A matrix specifies the main topics to be analyzed as organized by the assessment questions.

³ Based on conversations with USAID/Jordan's EDY team, JSP and JSEP monitoring reports will not be a key data source for this assessment as they were only required to report on two indicators: numbers of classes built and numbers of students impacted.

Data entry templates for all qualitative data collection activities will be developed, ensuring standardization across the assessment team. These templates, and accompanying guidance, will focus on how to efficiently summarize interview notes and assure that the field interviews are covering all pertinent points at the end of each week of fieldwork.

The data collection team will largely conduct field work activities together ensuring real-time discussion and timely solutions to any challenges or other issues related to data collection activities and ensure a standardized response across the assessment team.

QUANTITATIVE DATA ANALYSIS

The assessment team will rely upon three quantitative data sets:

- EMIS data for JSP and JSEP supported schools (data permitting);
- Student and teacher survey data from school visits; and
- Site visit checklists on infrastructure related variables.

Quantitative analysis will be conducted on key variables related to student-teacher ratios, school infrastructure, overcrowding, and student education outcomes such as attendance and achievement. Comparisons (frequencies, cross tabs and other descriptive statistics) will be calculated by school gender, locality and geography (data permitting – overcrowding, poverty, proportion of refugee). When possible, student outcome data will be disaggregated by gender and grade. The assessment team is exploring the feasibility of using tablets to streamline data collection (for quantitative activities such as site observations and surveys of students and teachers) and analysis. A codebook for site observations and surveys will be developed that ensures confidentiality of participating schools, students and teachers. Wherever possible we will attempt to validate the qualitative findings with quantitative data.

TOOL KITS

In addition to the final report, the assessment team will explore the creation of a set of indicators, needs assessment tool kits, and/or data collection instruments related to school construction and school expansion that would enhance the ability of USAID and its Implementing Partners to collect relevant data for ongoing activity monitoring, baseline, midline and endline evaluations and for program/strategic planning purposes. The evaluation team will include any relevant guides, tools or indicators as part of the final report.

LIMITATIONS OF THE ASSESSMENT

Limitations of the assessment include:

- A primarily qualitative approach may not enable the evaluation team to calculate the net effects of JSP and JSEP effects on student learning and other outcomes but will provide greater insights into effectiveness of school construction or school expansion under different conditions.
- The small number of schools sampled for qualitative data collection and school visits, compared to the large number of schools supported by JSP and JSEP, means that findings cannot be generalized across both activities.

Purposeful sampling strategies (e.g. quota sampling) will be used to ensure variation in the sample by important criteria potentially related to program outcomes such as locality (urban versus rural), geography (north, central and south) and gender of the schools (male, female, mixed).

However, as this is an assessment (and not an evaluation), and the qualitative data will be complemented by a comprehensive quantitative analysis of EMIS data for all schools supported by JSP and JSEP, a smaller sample size should not undermine the validity of results. Findings will be specific to the contexts in which data have been gathered.

ASSESSMENT TEAM COMPOSITION

To meet the requirements of team composition, and to ensure data quality, the following team will conduct this assessment:

- Team Leader (Education and Youth, Child Sensitive Research/Program Design and Implementation Evaluation/Assessment Experience, USAID Experience)
- Senior Advisor (Evaluation/Assessment, USAID, Education, Construction Experience)
- Evaluation/Assessment Specialist (Evaluation/Assessment, USAID, Education Experience)
- Subject Matter Expert - (Education, Youth and Social Development, Social Inclusion, Jordan/Regional Experience)

Each team member has signed a non-disclosure agreement as part of MESP Jordan's contractual requirements.

Dr. Nitika Tolani, Team Leader. Dr. Nitika Tolani is a Technical Manager within the Education Practice Area at MSI. She has a 15-year track record of achievements in strategic planning, innovative program design, management, research, and monitoring and evaluation across early and basic education sectors. She has provided technical assistance in over 30 countries in Africa, Asia, the Middle East, the Pacific, and Europe. Dr. Tolani merges her expertise in strategic planning, project management, and monitoring and evaluation with her interests in delivery of high-quality programming and evidence-based decision-making in the education sector. She works across development environments, from low and middle-income countries to conflict/crisis-affected situations.

Dr. Tolani specializes in evaluation design and implementation, including randomized controlled trials, quasi-experimental studies, and qualitative case studies. She has had multiple opportunities to design and lead large-scale, longitudinal evaluations of education and child protection programs (formative/real time and summative). Dr. Tolani has proven leadership in capacity building activities (including in-country and remote) with donor agencies, Ministries of Education, field-based NGOs, and civil society organizations through a diverse array of funders (USAID, UNICEF, NORAD, EU/ECHO, DFID, and multiple foundations). Dr. Tolani also led a consultative global process to develop an innovative, field driven methodology for assessing quality in Save the Children's global education portfolio (both basic and early childhood), called the Quality Learning Environment framework. This holistic and rigorous framework has now been rolled out to over 40 country programs in both humanitarian and development settings and has been integrated into national education quality systems by several Ministries of Education.

Dr. Jeff Davis, Senior Advisor. Jeff Davis is a technical director and the education practice area lead at Management Systems International (MSI) based in the Washington, DC area. He has over three decades of experience in the domestic and international education fields, including technical and management roles on projects in over 30 countries for clients such as DFID, UNICEF, USAID, and private foundations. A statistician and psychometrician by training, Dr. Davis has two specialty areas: 1) student and teacher assessments and 2) monitoring and evaluation. In the U.S., he served as a psychometrician for statewide student assessment programs in California, Illinois, Mississippi, Nevada,

and Texas. Internationally, he provides technical support in building local and national assessment systems in Africa, Asia, Latin America, and the Middle East. He has worked in all phases of assessment, from test design and item development to data analysis, technical reporting, and dissemination. He also leads monitoring and evaluation activities, including designing large-scale M&E systems and conducting performance and impact evaluations. Dr. Davis has served on committees to develop standards and assessments in literacy and numeracy for GTZ, USAID, UNESCO, and the World Bank. He has an Ed.D in international educational development (Columbia University) and a Ph.D. in quantitative research methods in education (University of Denver).

Ms. Mai Yang, Evaluation Specialist. Mai Yang is a monitoring and evaluation (M&E) specialist, with experience in program development and management. As an M&E specialist with MSI's E3 Project team, she manages and participates in all aspects of evaluations from design to final report writing, including data collection, analysis, and dissemination efforts. She has created tools and checklists to ensure evaluation scopes of works and reports are aligned with USAID's ADS guidelines and policies. In previous positions as well as other aspects of her work with MSI, Ms. Yang has developed and reviewed M&E plans establishing appropriate selection of indicators, theory of change and logframes, performance management plans, and conducted data quality assurance of collected data, systems, and processes to ensure wide monitoring and evaluation plan and system is in place to enable better understanding of impact. She has also conducted research, including collecting data through key informant interviews, focus groups, and surveys; and contributed to reports and papers on trade, education, and other USAID projects and activities. Additionally, Ms. Yang has eight years of experience in the education field. She has provided academic support and guidance to inner city high school students, taught English as a Second Language to adult refugee and immigrant populations, and taught English as a Foreign Language to rural Chadian middle school students. Ms. Yang's field experience include Chad, Georgia, Ghana, Senegal, and South Sudan.

Ms. Mayyada Abu Jaber, Subject Matter Expert. Ms. Jaber is a social impact and educational development leader with more than 20 years of experience in strategy and planning, organizational development and international projects in the United States and Middle East/North Africa (MENA). She has a record of achievement using innovation to influence policy, build public/private partnerships, gain international funding, and create structures and cohesive teams to deliver successful outcomes in low-resource situations across education, employment and environment. Persuasive communicator, accomplished mentor and team builder with a passion for empowerment and collaboration. Proven ability to combine strong research and analysis with execution to mobilize stakeholders and communities to achieve goals. She is fluent in English, Arabic, Pashu, Urdu and basic French.

MESP SUPPORT

Technical support and direction for the evaluation will be provided by MESP Chief of Party Ali Hayat. Ms. Afnan Al-Hadidi, a Monitoring and Evaluation Specialist on the MESP team, will provide general oversight, conduct quantitative analysis and conduct data collection activities as needed in support of the assessment. Scheduling, coordination, and logistics will be managed by MESP staff, including Ms. Al-Hadidi and Mr. Bandar Al Huniti (research assistant), in coordination with USAID. MSI headquarters in Washington will provide additional technical support, as required.

PERFORMANCE PERIOD, DELIVERABLES AND TIMELINE

The assessment will be conducted from February to June 2018, with data collection conducted from April – Early May and final report submitted by the end of June 2018. Below is an overview of key activities for this assessment. A more detailed workplan, accounting for national holidays, is contained in Annex 2.

TABLE 4: OVERVIEW OF KEY ACTIVITIES FOR THIS ASSESSMENT	
DELIVERABLES/TASK	TIMEFRAME
MESP finalize SOW	End of January
MESP begins desk review, develops work plan	Beginning of February
MESP consultation with USAID EDY team	Middle of February
MESP develop assessment design/methodology and tools, finalize work plan and submit assessment design report to EDY, pilot test draft tools	February-end of March
Field work	April-Middle of May
Data analysis (Quantitative and Qualitative)	May
Debriefing presentation for USAID	Early June
MESP submit draft report	Middle of June
MESP submit final assessment report	End of June

ANNEX I: GETTING TO ANSWERS (G2A) MATRIX

EVALUATION QUESTIONS	DATA REQUIRED	DATA SOURCES	DATA COLLECTION METHODS	DATA ANALYSIS METHODS
I. Assess the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level.	– Are the schools designed and built by USAID support being used as was intended in terms of classroom size, instructional approach and community usage? Why or why not? – Are the newly built and expanded schools achieving the desired outcomes in terms of student performance, social inclusion, overcrowding, and reduction in violence? Why or why not? – For example, does addressing overcrowded classrooms positively affect teacher performance, student attendance, academic performance, and level of safety and sense of belonging? – Do the new classrooms facilitate group and individualized instruction? – What types of damage/repair happened by KG1-G3, G4-G9, and G10-G12 and how/why were they different? – Were schools affected by surrounding environment, including neighboring schools, in terms of vandalism or harassment? Was this taken into consideration in planning (i.e. physical gates and fences, discussion with neighboring principals and management)? – What factors and conditions related to school construction are associated with the more successful interventions? Why?	– Key documents (academic literature, activity documents) – EMIS data – Results of key informant interviews and focus group discussion (FGD) conducted at schools, national level – Results of student, teacher survey.	– Document analysis/desk study – EMIS data obtained from MoE for all schools supported by JSP and JSEP – Key informant interviews with school principals (at school level) – Key informant interview with field governorate officials, GoJ officials at national level – Focus group discussions with students, parents, teachers and support staff – Student and teacher surveys	– Summary of documents – Descriptive analysis of quantitative data (EMIS and student/ teacher surveys) – Content analysis of qualitative data, including data triangulation

2. Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?	– Is there a renewable/sustainable budget for upkeep and maintenance in the long-term? What kind of budget is necessary? Who provides the budget (e.g., the community?) – For example, prior to and after construction/ expansion: – Was there a sufficient ratio of maintenance and security staff to students, with appropriate gender? – Were there effective internal incident reporting mechanisms for maintenance to access funds or repairs? Do schools know how to use the MoE mechanism? – Were there sufficient equipment to repair and clean schools?	– EMIS data – Results of key informant interviews and focus group discussion (FGD) conducted at schools, national level – Results of student, teacher survey.	– EMIS data obtained from MoE for all schools supported by JSP and JSEP – Key informant interviews with school principals (at school level) – Key informant interview with field governorate officials, GoJ officials at national level – Focus group discussions with students, parents, teachers and support staff – Student and teacher surveys	– Descriptive quantitative analysis – Analysis of qualitative data
3. What aspects of school construction activities account for more effective versus less effective community engagement at the school level? Why?	– How does the distance of the school from the village or town affect community engagement? – What about other construction-related factors, such as a wall around the school, locks on the doors, etc.?	– EMIS data – Results of key informant interviews and focus group discussion (FGD) conducted at schools, national level – Results of student, teacher survey.	– EMIS data obtained from MoE for all schools supported by JSP and JSEP – Key informant interviews with school principals (at school level) – Key informant interview with field governorate officials, GoJ officials at national level – Focus group discussions with students, parents, teachers and support staff – Student and teacher surveys	– Descriptive analysis of quantitative data (EMIS and student/ teacher surveys) – Content analysis of qualitative data, including data triangulation

ANNEX II: WORK PLAN

The team's schedule of planned activities is listed below. The design phase ends with the approval of the Evaluation Design. In the subsequent phase, the team will be involved in data collection through secondary data collection and primary interviews, ending approximately early May (prior to the start of Ramadan). The final phase encompasses the analysis of data, leading to findings and co-generation of conclusions and recommendations with USAID. The team will present preliminary findings to USAID at periodic stages of the assignment, including prior to finalizing the report.

TABLE 3: WORK PLAN

ACTIVITY	RESPONSIBLE	DATES	LOCATION
INCEPTION PHASE			
Initial meeting with EDY Team	Assessment Team	February 12	Remote
Development of Assessment Design and initial document review	Assessment Team	February 19 – March 11 (followed by EDY review)	Amman
Initial Meeting with Engineering Officer, EDY Team	Assessment Team	February 26	Amman
Assessment Design submission (including tools, sampling frame)	Assessment Team	Week of March 11	Amman
Design briefing with USAID	Assessment Team	Weeks of March 11, April 1	Amman/Remote
DATA COLLECTION PHASE			
Desk study	Assessment team	Ongoing (February – March)	Remote
Pilot testing of school recruitment process, tools	MESP Jordan (remote support from Assessment Team)	Week of March 18	Amman
Field work (Key informant interviews (KIs), site visits, focus groups (FGD), and student/teacher surveys	Assessment Team	April 10 – May 8	Amman and relevant governorates
ANALYSIS, BRIEFINGS AND REPORT DEVELOPMENT			
Secondary data analysis (EMIS data, Tawajihi assessments)	Assessment Team/MESP	Ongoing (April)	Amman
Analysis of qualitative and survey data	Assessment Team	April 30 – May 25	Amman/Remote
Debriefing – preliminary findings, co-generation of conclusions and recommendations with USAID	Assessment Team/USAID	May 31 (tbc)	Amman
Submission of Draft Report	Team Leader/MESP	June 15	Amman
Submission of Final Report	Team Leader/MESP	June 29	Amman

Holidays during assessment period:

- 1st April - Palm Day (MSI offices closed)
- 8 April - Easter (national holiday; MSI closed April 8-9)
- 1 May - Labor Day (national holiday)
- 25 May - Jordan National Day (national holiday)
- 28 May – Memorial Day (US holiday)
- 15 May -15 June - Holy month of Ramadan (note 6-hour working days)
- 16-18 June - Eid Al-Fitr (national holiday).

ANNEX III: QUANTITATIVE DATA COLLECTION INSTRUMENTS



مشروع دعم المتابعة
والتيقيم - الأردن

SITE VISITS/OBSERVATION CHECKLIST

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South

☐ Urban ☐ Rural

School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

(if the schools are being used as intended, general upkeep and maintenance)

General information on efficiency and utilization

1. Total floor area of classrooms (square meters) _____
2. Total number of students at school _____
3. School operating hours
 - a. Open time _____
 - b. Close time _____

	Question	Not at all true	Somewhat true	Very true
Outdoor areas				
4	There is a physical barrier between school and surrounding area (e.g. gate, fence)			
5	School is accessible by vehicles and non-motorized transport			
6	School is accessible by foot only			
7	School grounds are kept free of litter and garbage, except in designated containers.			
8	The school has a sanitary system for disposal of waste water.			
9	The school has a sanitary system for disposal of latrine waste.			
10	Outdoor play areas and equipment are safe and in good repair.			
11	Students are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind)			
Indoor areas				

12	Examples of student work or achievements are displayed in common areas.			
13	The school buildings are clean.			
14	Toxic materials (e.g. cleaning chemicals) are kept inaccessible to students at all times.			
15	School buildings provide adequate protection from the elements (rain, heat, cold, wind, dust)			
General observations				
16	Students do not roam the hallways or school grounds when class is in session.			
17	School buildings are in good structural condition.			
18	School buildings are in good physical condition. (e.g. no peeling paint, broken windows)			
19	Available classrooms for all classes.			
20	Students and staff have ongoing, easy access to drinking water.			
21	Drinking water is accessible to students with disabilities.			
22	There is adequate access to water in the school.			
23	Functioning sinks with soaps are located close to latrines.			
24	Latrines and sinks are accessible to students with disabilities.			
25	Toilets for male and female students and teachers are separate			
26	Latrines are designed to allow privacy (e.g. locks on doors, adequate lighting)			
27	There is an adequate number of functioning latrines available so that students do not have to wait an excessive amount of time to use them.			
28	Latrines are safe and in good repair.			
29	Latrines and sinks are clean and sanitary.			
30	Students have adequate space to work and play without being disturbed by others.			
31	All school buildings and classrooms are accessible to students with physical disabilities.			

32	Students with disabilities are grouped with non-disabled students whenever possible.			
33	Students are not separated into different groups for instruction or school activities based on cultural or social background (with the exception of language instruction or transitional programs if needed).			
34	Available community spaces such as libraries and resource rooms.			
Classroom				
35	A variety of instructional learning materials available in school (e.g. classroom, resource room)			
36	The classroom is protected from the elements (solid roof, walls, and floor).			
37	The classroom has adequate ventilation.			
38	The classroom is a comfortable temperature.			
39	The classroom lighting is adequate for students to work.			
40	The classroom is clean and orderly (floor is clean, tables are orderly, no garbage on floor).			
41	Outside noise does not affect communication within the classroom.			
42	Students each have sufficient space to work.			
43	Students each have a chair or bench to sit on while working.			
44	Appropriate size desks/chairs and/or tables/benches available for all students			
45	Outside noise does not affect communication within the classroom.			
46	Examples of student work or projects are visible in the classroom.			

RAPID SURVEY - TEACHERS



مشروع دعم المتابعة
والتقييم – الأردن

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South

☐ Urban ☐ Rural

School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how the construction of new schools and the expansion of existing schools (such as new classrooms) have affected students' abilities to study and learn and the environment of this school. We are also interested in learning about the ways in which community members are involved in your school.

I would like to ask you some questions on these subjects. This questionnaire is voluntary. You may choose not to respond to any question for any reason. You are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

Do you agree to participate in this study? (Mark participant response below)

[] **Agrees to participate in research**

[] **Does not agree to participate in research** (Thank participant for his/her time and end)

RAPID SURVEY – TEACHERS

A. General questions about respondent and school

What is your gender? (check one)

___ Female

___ Male

2. What grade(s) do you teach at this school?

3. What subjects do you teach at this school?

4. How long have you been teaching at this school? ____ years

How do you get to school?

___ Walk

___ Vehicle or non-motorized transportation

___ Other (specify): _____

Survey directions: For each item below, please circle your answer choice.

Item Number	Question	1	2	3	4
6	In the last semester, I was absent from school (choose one from the following choices)	Less than 5 days	Less than 12 days, but more than 5 days	More than 12 days	More than 25 days
7	The school provides afternoon or evening classes	Strongly disagree	Disagree	Agree	Strongly agree
8	Facilities in the school are used for extra-curricular activities such as student clubs	Strongly disagree	Disagree	Agree	Strongly agree
9	Facilities in the school are used for community activities such as sports	Strongly disagree	Disagree	Agree	Strongly agree
10	Physical changes to my school environment has helped increase my use of facilities for extracurricular and community engagement activities	Strongly disagree	Disagree	Agree	Strongly agree
11	I feel warm at school	Strongly disagree	Disagree	Agree	Strongly agree
12	There is enough drinking water school	Strongly disagree	Disagree	Agree	Strongly agree
13	I use the toilets at school	Strongly disagree	Disagree	Agree	Strongly agree
14	School personnel conduct regularly scheduled clean-up and fix-up activities	Strongly disagree	Disagree	Agree	Strongly agree
15	Teachers participate in cleaning and maintaining the school	Strongly disagree	Disagree	Agree	Strongly agree
16	Community members participate in cleaning and maintaining the school	Strongly disagree	Disagree	Agree	Strongly agree
17	Students participate in cleaning and maintaining the school	Strongly disagree	Disagree	Agree	Strongly agree
18	Students share equal responsibility for all tasks assigned by the school (eg, bringing water, cleaning classrooms, bathrooms / latrines, cleaning playground areas, clearing the toilet, etc.)	Strongly disagree	Disagree	Agree	Strongly agree
19	Both male and female students have equal opportunities to succeed at school	Strongly disagree	Disagree	Agree	Strongly agree

Item Number	Question	1	2	3	4
20	Teachers use different teaching methodologies in the class	Strongly disagree	Disagree	Agree	Strongly agree
21	Teachers use non-violent disciplinary in the class	Strongly disagree	Disagree	Agree	Strongly agree
22	This school places a high value on understanding and respecting students' rights (e.g. participating in decisions/matters related to their wellbeing, can speak freely in class)	Strongly disagree	Disagree	Agree	Strongly agree
23	Students are encouraged to participate in school management (e.g. planning school activities)	Strongly disagree	Disagree	Agree	Strongly agree
24	Both male and female students have equal opportunities to participate in school management	Strongly disagree	Disagree	Agree	Strongly agree
25	Teachers provide strong support for their colleagues.	Strongly disagree	Disagree	Agree	Strongly agree
26	Some students at this school are treated better than others by other students.	Strongly disagree	Disagree	Agree	Strongly agree
27	At school, decisions are made based on what is best for students.	Strongly disagree	Disagree	Agree	Strongly agree
28	Students participate actively during the class	Strongly disagree	Disagree	Agree	Strongly agree
29	Teachers separate students with special needs in separate group during some of the section in the school	Strongly disagree	Disagree	Agree	Strongly agree
30	School personnel are responsive to the needs and concerns expressed by community members	Strongly disagree	Disagree	Agree	Strongly agree
31	Students have an active role in decision-making activities for the school	Strongly disagree	Disagree	Agree	Strongly agree
32	Students are ridiculed and humiliated at this school.	Strongly disagree	Disagree	Agree	Strongly agree
33	Female students face an increased risk of certain forms of violence, abuse or exploitation within this school as compared to male students	Strongly disagree	Disagree	Agree	Strongly agree
34	Students with disabilities face an increased risk of various forms of violence, harm or exclusion within this school	Strongly disagree	Disagree	Agree	Strongly agree
35	Some students at this school are treated better than others by teachers and school staff	Strongly disagree	Disagree	Agree	Strongly agree
36	Teachers are committed to teaching all students equally regardless of their background	Strongly disagree	Disagree	Agree	Strongly agree

Item Number	Question	1	2	3	4
37	Parents contact school staff if there are concerns about a student's learning or behavior				
38	Community members attend meetings to stay informed about our school.	Strongly disagree	Disagree	Agree	Strongly agree
39	School staff contact parents if there are concerns about a students' learning or behavior	Strongly disagree	Disagree	Agree	Strongly agree
40	Organized community groups (e.g. PTA, SMC) meet regularly to discuss school issues	Strongly disagree	Disagree	Agree	Strongly agree
41	Students at this school have the materials they need to support their learning	Strongly disagree	Disagree	Agree	Strongly agree
42	Physical changes to this school environment have helped <u>reduce incidents of violence</u> at this school	Strongly disagree	Disagree	Agree	Strongly agree
43	Physical changes to this school environment have <u>increased the students' sense of safety</u>	Strongly disagree	Disagree	Agree	Strongly agree
44	Physical changes to my school environment (such as new classrooms, new desks, latrines) have <u>increased how often students come to this school and attend classes.</u>	Strongly disagree	Disagree	Agree	Strongly agree
45	Physical changes to my school environment (such as new classrooms, new desks, latrines) have <u>increased how often students with disabilities in particular come to this school and attend class</u>	Strongly disagree	Disagree	Agree	Strongly agree
46	Physical changes to my school environment (such as new classrooms, new desks, latrines) have <u>helped students to perform better</u> in their classes	Strongly disagree	Disagree	Agree	Strongly agree
47	Physical changes to my school environment (such as new classrooms, new desks, latrines) have <u>stopped students from dropping out</u> at this school	Strongly disagree	Disagree	Agree	Strongly agree
48	In general, I have a positive perception of the changes at this school	Strongly disagree	Disagree	Agree	Strongly agree

RAPID SURVEY – STUDENTS



مشروع دعم المتابعة
والتيقيم – الأردن

Rapid Survey - Students

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South
 ☐ Urban Rural ☐ Girls
School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how the construction of new schools and the expansion of existing schools (such as new classrooms) have affected students' abilities to study and learn and the environment of this school. We are also interested in learning about the ways in which community members are involved in your school.

I would like to ask you some questions on these subjects. This questionnaire is voluntary. You may choose not to respond to any question for any reason. You are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

Do you agree to participate in this study? (*Mark participant response below*)

[☐] **Agrees to participate in research**

[☐] **Does not agree to participate in research** (*Thank participant for his/her time and end*)

A. General questions about respondent and school

What grade are you currently in at school? (Number)

How long have you been attending this school? (Years)

What is your gender? Choose one: male/female

How do you get to school? Choose all that apply

☐ Walk

☐ Vehicle (e.g. car, bus) or nonmotorized transportation (e.g. bike)

☐ Other (specify): _____

Survey Directions: For each item below, please circle your response choice.

Item Number	Question	1	2	3	4
5	What kinds of grades do you usually get?	Mostly poor/ failing	Mostly fair	Mostly good	Mostly excellent
6	In the last semester, I was absent from school:	Less than 5 days	Less than 12 days, but more than 5 days	More than 12 days	More than 25 days
7	The school provides afternoon or evening classes	Strongly disagree	Disagree	Agree	Strongly agree
8	Facilities in the school are used for extra-curricular activities such as student clubs	Strongly disagree	Disagree	Agree	Strongly agree
9	Facilities in the school are used for community activities such as sports	Strongly disagree	Disagree	Agree	Strongly agree
10	I participate in extracurricular activities like clubs and sports	Strongly disagree	Disagree	Agree	Strongly agree
11	I feel warm at school	Strongly disagree	Disagree	Agree	Strongly agree
12	There is enough drinking water school	Strongly disagree	Disagree	Agree	Strongly agree
13	I use the toilets at school	Strongly disagree	Disagree	Agree	Strongly agree
14	School personnel conduct regularly scheduled clean-up and fix-up activities	Strongly disagree	Disagree	Agree	Strongly agree
15	Teachers participate in cleaning and maintaining the school	Strongly disagree	Disagree	Agree	Strongly agree
16	Families participate in cleaning and maintaining the school	Strongly disagree	Disagree	Agree	Strongly agree
17	Both male and female students have equal opportunities to learn at school	Strongly disagree	Disagree	Agree	Strongly agree
18	Teachers use different teaching methods in the class (like lecturing, or asking students to complete projects)	Strongly disagree	Disagree	Agree	Strongly agree
19	Teachers use non-violent disciplinary in the class	Strongly disagree	Disagree	Agree	Strongly agree
20	This school places a high value on understanding and respecting students' rights (e.g. participating in decisions/matters related to their wellbeing, can speak freely in class)	Strongly disagree	Disagree	Agree	Strongly agree
21	Students are encouraged to participate in school management (e.g. planning school activities)	Strongly disagree	Disagree	Agree	Strongly agree

Item Number	Question	1	2	3	4
22	Both male and female students have equal opportunities to participate in school management	Strongly disagree	Disagree	Agree	Strongly agree
23	At school, decisions are made based on what is best for students.	Strongly disagree	Disagree	Agree	Strongly agree
24	Teachers separate students with special needs in separate group during some of the section in the school	Strongly disagree	Disagree	Agree	Strongly agree
25	Female students face an increased risk of certain forms of violence, abuse or exploitation within this school as compared to male students	Strongly disagree	Disagree	Agree	Strongly agree
26	Students with disabilities are at an increased risk of experience various forms of violence, harm or exclusion within this school	Strongly disagree	Disagree	Agree	Strongly agree
27	Some students at this school are treated better than others by teachers and school staff	Strongly disagree	Disagree	Agree	Strongly agree
28	Teachers are committed to teach all students equally regardless of their ethnic background (or of being minorities)	Strongly disagree	Disagree	Agree	Strongly agree
29	My family participates in community activities at the school	Strongly disagree	Disagree	Agree	Strongly agree
30	All types of families are encouraged to participate in decision-making at this school, regardless of race, ethnicity, gender, language, or disability.	Strongly disagree	Disagree	Agree	Strongly agree
31	School staff contact parents if there are concerns about a students' learning or behavior	Strongly disagree	Disagree	Agree	Strongly agree
32	Students at this school have the materials they need to support their learning	Strongly disagree	Disagree	Agree	Strongly agree
33	Physical changes to my school environment (such as new classrooms, new desks, latrines) have increased how often students come to this school and attend class	Strongly disagree	Disagree	Agree	Strongly agree
34	Physical changes to my school environment (such as new classrooms, new desks, latrines) have helped students to perform better in their classes	Strongly disagree	Disagree	Agree	Strongly agree
35	Physical changes to my school environment (such as new classrooms, new desks, latrines) have stopped students from dropping out at this school	Strongly disagree	Disagree	Agree	Strongly agree

KEY INFORMANT INTERVIEW – GOJ

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South
☐ Urban ☐ Rural

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how past USAID-supported school construction activities have affected learning outcomes and school performance, sustainability of different construction approaches leading to those outcomes, and effects of construction activities on social inclusion and cohesion outcomes for both students and communities.

I would like to ask you some questions. The questions we will ask will focus on your thoughts and feelings about the experience of children in Jordan, their experience while attending school, challenges that they may experience while at school and ways that school and communities can meet the needs of children more effectively.

This discussion is voluntary, and you may choose not to respond to any question for any reason and are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

We may audio-record the interview to help ensure we capture all the important information from this discussion.

Do you agree to participate in this study? (Mark participant response below)

☐ **Agrees to participate in research**

☐ **Does not agree to participate in research** (Thank participant for his/her time and end)

Gender

Female

Male

What is your position at the GOJ? _____

For which Ministry do you work?

How many years have you been at this position? ____ years

What other types of donors are you (or have you) working with specifically on education-related construction projects? _____

How did USAID and the GOJ align priorities, goals, and needs for the JSP and JSEP activities?

To what extent were you involved in the planning and design phases of each of these activities?

What challenges, if any, in the design and implementation of these activities did you face with USAID and its partners? How were these challenges overcome?

In your opinion, were gender, ethnicity, cultural, economic, as well as other factors considered in planning and designing these construction projects?

To what extent were other partners involved in the planning and design phases of these construction projects (e.g. other donors, NGOs, private businesses, etc.)? Is there a committee within the Ministry and directorates that coordinates and follows up with schools or other stakeholders?

What is your opinion of the procurement process? Did the contract limit the ability to produce a quality product? (e.g. cost, quality of materials, time of constructing projects, etc.) Please provide specific examples.

Did the GOJ have a role in contributing materials to the construction projects? Please provide specific examples.

Are you aware of communities using the school facilities for their own purposes? Please provide specific examples.

If so, are they being used to their potential? For what types of activities/events have the facilities been used?

What are the challenges to sharing facilities with the community? How can these challenges be addressed in order to meet the needs of both groups – school stakeholders and community members?

Do you think the construction projects achieved their intended goals? In what ways? (*Probe: improvement in student performance (school attendance, test scores, more interest in school, more involvement in school related activities, etc.)*)

What are some issues that continue to persist after the construction projects? (e.g. students lack of attendance, lack community of involvement)

How would you compare schools supported by USAID projects such as JSP and JSEP to other public Jordanian schools?

What can USAID learn from other donors you've worked with on similar school construction or expansion projects?

What can other donors learn from USAID?

Key Informant Interview – USAID Stakeholders (e.g. USAID, IPs for JSP and JSEP, others).

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South
☐ Urban ☐ Rural

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how past USAID-supported school construction activities have affected learning outcomes and school performance, sustainability of different construction approaches leading to those outcomes, and effects of construction activities on social inclusion and cohesion outcomes for both students and communities.

I would like to ask you some questions. The questions we will ask will focus on your thoughts and feelings about the experience of students in Jordan, their experience while attending school, challenges that they may experience while at school and ways that school and communities can meet the needs of students more effectively.

This discussion is voluntary and you may choose not to respond to any question for any reason and are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

We may audio-record the interview to help ensure we capture all the important information from this discussion.

Do you agree to participate in this study? (Mark participant response below)

☐ **Agrees to participate in research**

☐ **Does not agree to participate in research** (Thank participant for his/her time and end)

General questions about respondent, school and/or organization

Type of organization/stakeholder (e.g. USAID, implementer of previous activities, NGO, CBO, etc.)

Length of time active in Jordan: _____

Previous experience/involvement with education-related construction projects?

Other types of donors you are working with specifically on education-related construction activities?

How did USAID and the GOJ align priorities, goals, and needs?

To what extent were the GOJ/MOE involved in planning and design phases?

What challenges did you face with the GOJ and/or MOE, if any, and how were these overcome?

Were gender, ethnicity, cultural, economic, as well as other factors considered in planning and designing the construction projects?

To what extent were other partners involved in the planning and design phases of these construction projects (e.g. other donors, NGOs, private businesses, etc.)?

To what extent have you been involved with the construction projects, including after completion?

What is your opinion of the procurement process? Did the contract limit your ability to produce a quality product? (e.g. cost, quality of materials, time of constructing activities, etc.) Explain?

Are you aware of communities using the school facilities for their own purposes?

If so, are they being used to their potential? For what types of activities/events have the facilities been used?

What are the challenges to sharing facilities with the community? How can these challenges be addressed in order to meet the needs of both groups?

What were the biggest challenges and successes? Explain.

How have these been addressed to ensure succeeding construction activities are aware and can take advantage of the lessons learned?

What types of damages have you seen at the schools over the years? Describe. Why do you think these damages occurred?

In your opinion, are schools and communities utilizing all resources provided to them to maintain and upkeep their schools? (e.g. using the reporting mechanism set up for reporting damages)

Do you think the construction projects achieved their intended goals? In what ways?

Probe: improvement in student performance (school attendance, test scores, more interest in school, more involvement in school related activities, etc.)

KEY INFORMANT INTERVIEW – SCHOOL PRINCIPALS AND VICE PRINCIPALS

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South

☐ Urban ☐ Rural

School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how the construction of new schools and the expansion of existing schools (such as new classrooms) have affected students' abilities to study and learn and the environment of this school. We are also interested in learning about the ways in which community members are involved in your school.

We would like to ask you some questions on these subjects. This discussion is voluntary. You may choose not to respond to any question for any reason. You are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

We may audio-record the interview to help ensure we capture all the important information from this discussion.

Do you agree to participate in this study? (Mark participant response below)

☐ **Agrees to participate in research**

☐ **Does not agree to participate in research** (Thank participant for his/her time and end)

General questions about respondent and school

For interviewer: Gender of respondent, circle one: Male/Female

What is your position at this school?

How long have you been teaching or working at this school?

For Interviewer: Verify with school or EMIS data: How many students (male/female) are currently enrolled in this school?

- a. Male _____
 - b. Female _____
4. For Interviewer: Verify with school or EMIS data: How many teachers (male/female) work here?
Male _____
Female _____
5. Are there students in this school:
 - a. From different ethnic backgrounds? Yes/No
 - b. From different economic backgrounds? Yes/No
 - c. With disabilities or other special needs? Yes/No
6. What are the drop-out rates for students in this school? Does this differ by grade? By gender? What about drop-out rates for other students, such as those with special needs or disabilities?
7. What are the achievement or pass rates for students in this school by key subjects such as math, reading? Does this differ by grade? By gender? What about achievement or pass rates for other students such as those with special needs or disabilities?
How does this school's performance differ from other schools in this district?
8. What are the repetition rates for students by grade in this school?
9. Among students who are currently enrolled in this school, how regular is their attendance? (Probe on attendance by gender, disability etc.) Is there higher attendance in lower grades or higher grades?
10. What factors contribute to students not attending school? What factors contribute to students dropping out? (Probe: What are the key issues students face in getting to school, staying in school, obtaining a high-quality education)? How does this vary by students' age, sex, and other characteristics?)
11. (**If expansion school**) Describe the school environment and how it has changed since the expansion of the school. What has been newly built? What has been rehabilitated or refurbished? What elements of the school environment have remained the same? (probes: latrine construction for students with disabilities, landscaping of school grounds; fence construction; new desks, blackboards or other teaching and learning materials)
12. Describe how teachers taught students prior to the construction projects. Describe how they are teaching now.
13. With the new infrastructure, do you think teachers are using the space to be more innovative in their teaching?
14. How have disciplinary measures changed, compared to before construction/expansion?
15. How happy or satisfied are you with these construction efforts or refurbishments? Are the classrooms warm?
16. To what extent were you involved in the design, planning or construction supervision processes with USAID/Jordan?
17. Where do students go to the bathroom? Are these usually locked or unlocked? Does this differ for female students or male students? Accessible to students with disabilities? Does the community have access to these facilities? do you have shortage of water in the bathrooms?
18. What could be done to further improve the school environment?
19. In your opinion, how do these changes to the school environment impact on:
 - . Equitable access to the school? (Probe: how does this vary by students' age, sex, or other characteristics?)
 - a. How well students perform in school (e.g. day to day performance, or on annual examinations)?
 - b. How often they will come to school and class attendance. (Probe: how does this vary by students' age, sex, or other characteristics?)
 - c. Students' emotional, social and physical well-being? (Probe: how does this vary by students' age, sex, or other characteristics?)

- d. Your own attendance and participation in school activities, and enthusiasm for teaching?
(Probe: Can you tell me about the last time you were absent from school? When was this? What was the reason? Does this happen often or with other teachers?)
- 20. How do you address the need for/maintenance of classrooms, latrines, school grounds, and other aspects of the school environment? (Probe: Does the school have the financial ability to conduct maintenance tasks)
- 21. What percentage of your annual budget goes towards school development activities? Have the water and energy bills increased?
- 22. How has the **new school or expanded school** enhanced or improved the safety of students against common forms of violence? What has changed?
- 23. Does the local community utilize the available school facilities to organize activities and events for the community? Please explain why or why not.
- 24. What mechanisms exist to involve community members and organizations in school management and student learning?
- 25. What forms of community support exist for improving and maintaining this school environment?
(Probe first on whether each of these groups exists: School Management Committee, Parent-Teacher Associations. Then probe on the specific responsibilities of these groups, and the relationship of these groups with teaching staff and school administrators)

FOCUS GROUP DISCUSSIONS – TEACHERS

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South

☐ Urban ☐ Rural

School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how the construction of new schools and the expansion of existing schools (such as new classrooms) have affected students' abilities to study and learn and the environment of this school. We are also interested in learning about the ways in which community members are involved in your school.

We would like to ask you some questions on these subjects. This discussion is voluntary. You may choose not to respond to any question for any reason. You are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

We may audio-record the interview to help ensure we capture all the important information from this discussion.

Do you agree to participate in this study? *(Mark participant response below)*

[] **Agrees to participate in research**

[] **Does not agree to participate in research** *(Thank participant for his/her time and end)*

Questions in English	Translated in Arabic
1. School location: a. ☐ Urban b. ☐ Rural	1- موقع المدرسة ☐ في مدن ☐ في الأرياف
2. Number and Gender (of participants): a. ☐ Female b. ☐ Male	2- الجنس ☐ أنثى ☐ ذكر
3. What grade(s) do you teach at this school?	3- ماهي الصفوف التي تدرسها في هذه المدرسة؟
4. What subject(s) do you teach at this school?	
5. How long have you been teaching at this school?	منذ متى وأنت تدرس في هذه المدرسة؟
6. What are the drop-out rates for students in this school? Does this differ by grade? By gender? Other key characteristics such as students with special needs or disabilities?	ما هي معدلات ترك الطلاب لهذه المدرسة؟ هل هذا يختلف حسب الصف؟ حسب الجنس؟ أو خصائص رئيسية أخرى مثل الطلاب ذوي الاحتياجات الخاصة أو الإعاقة؟
7. What are the achievement or pass rates for students in this school by key subjects such as math, reading? Does this differ by grade? By gender? Other key characteristics such as students with special needs or disabilities? How does this school's performance differ from other schools in this district?	ما هي معدلات الإنجاز أو النجاح للطلاب في هذه المدرسة من خلال مواد رئيسية مثل الرياضيات والقراءة؟ هل هذا يختلف حسب الصف؟ حسب الجنس؟ الخصائص الرئيسية الأخرى مثل الطلاب ذوي الاحتياجات الخاصة أو الإعاقة؟ كيف يختلف أداء هذه المدرسة عن غيرها من المدارس في هذه المنطقة
8. What about repetition rates for students by grade in this school?	ماذا عن معدلات التكرار للطلاب حسب الصف في هذه المدرسة

9. Among students who are currently enrolled in this school, how regular is their attendance? (Probe on attendance by gender, disability etc.)- lower and higher grades	بين الطلاب المسجلين حاليًا في هذه المدرسة ، ما مدى حضورهم بانتظام؟ (يتم التدقيق في الحضور حسب الجنس ، والإعاقة ، وما إلى ذلك ، ودرجات أقل أو أعلى
10. What factors contribute to students not attending school? Or dropping out? (Probe: What are the key issues students face in getting to school, staying in school, obtaining a high-quality education)? How does this vary by students' age, sex, and other characteristics?) Are there students in this school from different - Ethnic backgrounds? - Economic backgrounds?	ما العوامل التي تساهم في عدم ذهاب الطلاب إلى المدرسة؟ أو الانقطاع عنها؟ (دقق: ما هي القضايا الرئيسية التي يواجهها الطلاب في الوصول إلى المدرسة ، والبقاء في المدرسة ، والحصول على تعليم عالي الجودة)؟ كيف يختلف ذلك حسب عمر الطلاب وجنسهم وخصائصهم الأخرى؟ 1. هل هناك طلاب في هذه المدرسة من مختلف الخلفيات العرقية؟ 2.3. الخلفيات الاقتصادية؟
11. (If expansion school) Describe the school environment and how it has changed since the expansion of the school. What has been newly built? What has been rehabilitated or refurbished? What elements of the school environment have remained the same? (probes: latrine construction for students with disabilities, landscaping of school grounds; fence construction; new desks, blackboards or other teaching and learning materials)	(إذا كانت توجد توسعة للمدرسة) اوصف البيئة المدرسية وكيف تغيرت منذ توسعة المدرسة. ما الذي تم بناؤه حديثًا؟ ما الذي تم إصلاحه أو تجديده؟ ما هي عناصر البيئة المدرسية التي بقيت كما هي؟ (تحقق: بناء المراحيض للطلبة ذوي الإعاقات ، تنسيق المساحات المدرسية ، بناء السياج ، المكاتب الجديدة ، السبورات أو غيرها من مواد التعليم والتعلم)
12. What is your perception of this school (e.g. negative, positive)?	ما هو تصورك لهذه المدرسة (على سبيل المثال سلبي وإيجابي)؟

13. How did you teach before the construction activities? How are you teaching now? Is there any difference in how you approach students in the classroom? i. with the new infrastructure, do you are able to be more innovative in your teaching methods? Explain. ii. Has class management become easier- do you use different disciplinary methods.	كيف كنت تقوم بالتدريس قبل تجديد المدرسة؟ كيف تقوم بالتدريس الآن؟ هل هناك أي اختلاف في كيفية التعامل مع الطلاب في الفصل الدراسي؟ • مع البنية التحتية الجديدة ، هل تستطيع أن تكون أكثر ابتكاراً في طرق التدريس الخاصة بك؟ اشرح. • هل أصبحت إدارة الصف أسهل - هل تستخدم أساليب تأديبية مختلفة.
14. How happy or satisfied are you with these construction efforts or refurbishments?	ما مدى سعادتك أو رضائك عن جهود البناء هذه أو التجديد؟
15. To what extent were you involved in the design, planning and construction supervision?	إلى أي مدى شاركت في التصميم والتخطيط والإشراف على البناء
16. Are there students with at this school with disabilities or other special needs?	هل يوجد طلاب في هذه المدرسة ذوي الإعاقات أو غير ذلك من الاحتياجات الخاصة؟
17. What steps does this school take to ensure the physical and emotional safety of all students? A. Has the new building infrastructure help in higher enrollment of students with disabilities? B. Do teachers and principals support them?	ما الخطوات التي تتخذها هذه المدرسة لضمان السلامة البدنية والعاطفية لجميع الطلاب؟ وهل ساعد البناء الجديد في التحاق عدد أكبر من ذوي الاحتياجات الخاصة؟ هل يدعمهم المعلمين ومدير المدرسة
18. Where do students go to the bathroom? Are these locked or usually unlocked? Does this differ for female students or male students? Accessible to students with disabilities? Does the community have access to these facilities?	أين يذهب الطلاب إلى الحمام؟ هل هذه الأشياء مقفلة أم غير مقفلة؟ هل هذا يختلف للطالبات أو الطلاب الذكور؟ هل يمكن الطلاب ذوي الإعاقة الوصول إلى الحمام؟ هل يستطيع المجتمع الوصول إلى هذه المرافق؟
19. What could be done to further improve the school environment?	ما الذي يمكن عمله لزيادة تحسين البيئة المدرسية؟ • ما هي أولوياتك (البيئة المادية (الدفع ... الخ) والبيئة التعليمية)
a. What are your priorities? (physical environment (warmth, etc.) and learning environment)	

FOCUS GROUP DISCUSSIONS – STUDENTS

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South

☐ Urban ☐ Rural

School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how the construction of new schools and the expansion of existing schools (such as new classrooms) have affected students' abilities to study and learn and the environment of this school. We are also interested in learning about the ways in which community members are involved in your school.

We would like to ask you some questions on these subjects. This discussion is voluntary. You may choose not to respond to any question for any reason. You are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

We may audio-record the interview to help ensure we capture all the important information from this discussion.

Do you agree to participate in this study? *(Mark participant response below)*

[] **Agrees to participate in research**

[] **Does not agree to participate in research** *(Thank participant for his/her time and end)*

Questions in English	Translated in Arabic
1. School location: a. __Urban b. __Rural	1-موقع المدرسة في مدن ☐ في الأرياف ☐
2. Number and Gender (of participants): a. __Female b. __Male	2- الجنس أنثى ☐ ذكر ☐
3. What grades are you in?	3- في أي صف أنت ؟
4. How long have you been a student at this school?	4- منذ متى وانت طالبة في هذه المدرسة؟
5. What do you like about your school? and would like to have more of? [Probe: classrooms, playground, toilets, teachers, friends, sports; specific subjects, etc.]. Why?	6- ما الذي يعجبك في مدرستك؟ وأود أن يكون أكثر من؟ [مثال: الفصول الدراسية ، الملعب ، المراحيض ، المدرسون ، الأصدقاء ، الرياضة ؛ مواضيع محددة ، وما إلى ذلك]. لماذا ؟
6. What do you least like about your school? Why?	7- ما الذي يعجبك أقل شيء في مدرستك؟ لماذا؟
7- Do you participate in other activities at this school (e.g. extracurricular activities, community activities)?	5. هل تشارك في أنشطة أخرى في هذه المدرسة (على سبيل المثال أنشطة خارج المنهج أو أنشطة مجتمعية)؟
8. Can you tell us about any recently structures that have been built at this school? [Probe: classrooms, toilets, boreholes, playground, landscaping, etc.].	10- هل يمكن أن نخبرنا عن أية بنايات تم بناؤها مؤخرًا في هذه المدرسة؟ [دقق: الفصول الدراسية ، والمراحيض ، [والآبار ، والملعب ، والمناظر الطبيعية ، وما إلى ذلك]
9. What is your perception of the durability of the new infrastructure?	11- ما هو تصورك لمتانة البنية التحتية الجديدة؟

10. How have the new structures/materials promoted your learning? - Classrooms; (physical and learning) - Latrines; - Change room for girls; - Borehole/tapped water; - New desks; - New books	12- كيف تعزز البناء / المواد الجديدة من تعلمك؟ أ. الفصول الدراسية. (المادية والتعلم) ب. المراحيض. ج. تغيير غرفة الفتيات د. بئر ماء هـ. مكاتب جديدة و. كتب جديدة
11. How has the new infrastructure promoted access to education for students with disabilities and other special needs? [Show us availability of ramps to toilets/classrooms]	13- كيف عززت البنية التحتية الجديدة الوصول إلى التعليم للطلاب ذوي الاحتياجات الخاصة وغيرها من الاحتياجات الخاصة؟ [أعرض لنا مدى توافر المنحدرات للمرحاض / الفصول الدراسية]
12. What type of toilet facilities does the school have for students? How has the new infrastructure helped in the access to toilet facilities, cleanliness. etc.	14- ما هو نوع مرافق المراحيض التي توفرها المدرسة للطلاب؟ هل ساعد البناء الجديد لتوفير مراحيض جديدة ونظيفة؟
13. Do most newly built toilet facilities have doors/door shutters for privacy?	15- هل تحتوي معظم المراحيض التي تم بنائها الأبواب على مصالرع للأبواب / للأبواب للخصوصية؟
14. Have any of the toilet facilities been adapted to assist students with disabilities?	16- هل تم تكيف أي من مراحيض لمساعدة الطلاب ذوي الإعاقات؟
15. What is the number of toilet facilities for teachers? For students?	17- عدد مراحيض للمعلمين؟
16. In general, are the toilets for both teachers and students in good (not blocked, with door, clean) condition? - Male students - Female students - Male teachers - female teachers	18- بشكل عام ، هل دورات المياه للطلاب في حالة جيدة (غير محظورة ، مع باب ، ونظيفة)؟ أ. الطلاب الذكور ب. طالبات

17. Is there running water in the school. Does the school suffer from water shortage in the bathrooms?	19 هل هناك نقص في المياه في الحمامات؟
18. Where do you get drinking water from on daily basis	من أين تحصل على مياه الشرب يوميا؟
19. Is the school warm in winter?	هل تشعر بالبرد في المدرسة أيام الشتاء
20. Do learners take very good care of the newly built facilities?	20-هل يعتنون المتعلمون عناية جيدة للمرافق المبنية حديثاً؟
21. Is there anything you would like to change about your school environment?	20-هل هناك أي شيء تود تغييره في بيئة المدرسة؟
22. Do you feel this school places a high value on understanding and respecting students' rights (e.g. participating in decisions/matters related to their wellbeing; can speak freely in class)	21-هل تعتقد أن هذه المدرسة تضع قيمة عالية في فهم واحترام حقوق الطلاب (على سبيل المثال المشاركة في القرارات / الأمور المتعلقة برفاهيتهم ، امكانياتهم في التحدث بحرية في الفصل)
23. Do students participate in cleaning and maintaining the school? a. (If yes to above question) do female and male students share equal responsibility for all school-assigned tasks (i.e. fetching water, cleaning classrooms and bathrooms/toilets, cleaning playground area, erasing the board, etc.) b. If no, why do you think female and male students have unequal responsibilities?	25-هل يشارك الطلاب في تنظيف والحفاظ المدرسة؟ ا. (إذا كانت الإجابة بنعم على السؤال أعلاه) ، يتقاسم الطلاب من الإناث والذكور مسؤولية متساوية في جميع المهام التي يتم تعيينها في المدرسة (مثل جلب المياه وتنظيف الفصول الدراسية والحمامات / المراحيض وتنظيف منطقة الملعب ومحو اللوح ، وما إلى ذلك) ب. إذا كان الجواب لا ، فلماذا تعتقد أن الطلاب من الإناث والذكور لديهم مسؤوليات غير متكافئة؟

24. How did your teachers teach before the infrastructure activities? How are they teaching now? Is there any difference in how they approach students in the classroom? a. With the new infrastructure, are your teachers more innovative in their teaching methods?	26- كيف كانت عملية تدريس المعلمين قبل أنشطة البنية التحتية؟ كيف يتم التدريس الآن؟ هل هناك أي اختلاف في كيفية التعامل مع الطلاب في الفصل الدراسي؟ أ. مع البنية التحتية الجديدة ، هل معلموك أصبحوا أكثر ابتكارًا في طرق التدريس الخاصة بهم؟
25. How does each type of physical improvement to your school affect: a. ☐ Your school enrollment b. ☐ Your attendance in school and classes c. ☐ How well you perform in school (e.g. day to day performance, or on annual examinations) d. ☐ Your teacher's excitement about teaching e. ☐ Your emotional wellbeing (e.g. whether you feel happy or sad in school or at home, my sense of safety in the school environment) f. ☐ Your physical wellbeing (e.g. my physical safety, health, development) g. ☐ Your social wellbeing (e.g. my relationships with other students in my class or grade)	27- كيف يؤثر كل نوع من أنواع التحسين البدني في مدرستك على: ☐ التحاقك بالمدرسة ☐ حضوركم في المدرسة والدروس ☐ مدى أدائك في المدرسة (على سبيل المثال ، الأداء اليومي ، أو الإختبارات السنوية) ☐ حماس معلمك حول التدريس ☐ صحتك العاطفية (على سبيل المثال إذا كنت تشعر بالسعادة أو الحزن في المدرسة أو في المنزل ، شعوري بالأمان في البيئة المدرسية) ☐ صحتك البدنية (على سبيل المثال ، سلامتي البدنية ، الصحة ، التنمية) ☐ صحتك الاجتماعية (على سبيل المثال ، علاقتي مع الطلاب الآخرين في الصف أو الصف الدراسي)

FOCUS GROUP DISCUSSIONS - PARENTS & COMMUNITY LEADERS

Date of interview: ____/____/____ (dd/mm/yy)

Name of Interviewer: _____

School location (check one): ☐ North ☐ Central ☐ South

☐ Urban ☐ Rural

School gender (check one): ☐ Boys ☐ Girls ☐ Mixed

Informed Consent – Please read this to participants prior to the start of the interview.

My name is _____, and I work with MSI as part of their education research team.

I would like to invite you to participate in an assessment that is being conducted by MSI on behalf of USAID. This study is examining how the construction of new schools and the expansion of existing schools (such as new classrooms) have affected students' abilities to study and learn and the environment of this school. We are also interested in learning about the ways in which community members are involved in your school.

We would like to ask you some questions on these subjects. This discussion is voluntary. You may choose not to respond to any question for any reason. You are allowed to decide to stop taking part in the study, at any time, and for any reason. If you are uncomfortable with any questions or topic, please let us know you don't want to discuss it and we will move on.

We will not share any information or answers with anyone, including your family, friends, colleagues or anyone else. Data collected from this exercise will strictly be treated as confidential. Your identity will not be disclosed at any point during this study.

We may audio-record the interview to help ensure we capture all the important information from this discussion.

Do you agree to participate in this study? (Mark participant response below)

[] **Agrees to participate in research**

[] **Does not agree to participate in research** (Thank participant for his/her time and end)

General Information about the Participants:

Number and Gender of Participants:

Male: _____

Female: _____

Number and Type of Participants:

Parents: _____

Community Leaders: _____

1. School location: ☐ Urban ☐ Rural ☐ North Central South	1-موقع المدرسة ☒ في مدن ☐ في الأرياف
2. What is your occupation?	2-ما هي مهنتك؟
3. How many children do you have? How many children do you have who are attending to this school?	3-كم عدد الأطفال لديك؟ كم عدد الأطفال لديك الذين يحضرون لهذه المدرسة؟
4. How long have you been living in this community?	4-منذ متى وأنت تعيش في هذا المجتمع؟
5. How would you describe your home/neighborhood?	-كيف تصف منزلك / حيك؟
6. Can you tell us about any recently built structures that have been built at this school? [Probe: classroom, toilets, boreholes, playground, landscaping, classroom temperature. etc.]	-هل يمكن أن نخبرنا عن أي بناء تم بناؤه مؤخرا هذه المدرسة؟ [دقق: الفصول الدراسية ، والمراحيض ، والآبار ، والملعب ، والمناظر الطبيعية ، ودرجة حرارة الفصل الدراسي. إلخ.]
7. Are there students attending the school in this community from different social/economic/ /other (e.g. ethnic) backgrounds?	7- هل هناك طلاب يحضرون المدرسة في هذا المجتمع من خلفيات مختلفة؟
8. Is the school properly equipped to cater for students with disabilities? (ramps etc.) can they access it without any problems?	هل المدرسة مهيأة لاستقبال ذوي الإعاقات ؟ هل يستطيعون الإلتحاق من غير أي مشاكل؟ ، هل تشعر أنه يتم منحهم فرصاً للوصول إلى هذه المدرسة دون أي مشاكل؟
9. Do teachers and principals support students with disabilities? Are they treated poorly by teachers, school staff, and other students?	هل يدعم المعلمون والمدير طلاب ذوي الإعاقات ؟ هل يعاملون بشكل سيئ من قبل المعلمين وموظفي المدارس وغيرهم من الطلاب
10. Did the new infrastructure help in increasing the number of students with disabilities in schools?	هل ساعد البناء الجديد من زيادة عدد الملحقين من ذوي الإعاقات والإحتياجات الخاصة

11. What steps does this school take to ensure that it is safe for all students? Please describe differences in steps for students' physical safety and students' emotional safety. a. What types of policies exist? What trainings are provided? What other measures are in place?	11- ما الخطوات التي تتخذها هذه المدرسة للتأكد من أنها آمنة لجميع الطلاب؟ يرجى وصف الاختلافات في خطوات السلامة البدنية للطلاب وسلامة الطلاب النفسية. 2a- ما هي أنواع السياسات الموجودة؟ ما هي التدريبات المقدمة؟ ما هي التدابير الأخرى المعمول بها؟
12. Do students experience any forms of violence while at school, or around school property? If so, please describe. Did the new infrastructure help in reducing violence in school and enforce policies?	13- هل يواجه الطلاب أي شكل من أشكال العنف أثناء وجودهم في المدرسة أو حول ممتلكات المدرسة؟ إذا كان الأمر كذلك ، يرجى وصف ذلك. هل ساعدت التوسعة أو البناء الجديد من الحد من هذا العنف ومن تفعيل السياسات الموجودة
13. Do students experience any forms of violence while traveling to and from school? If so, please describe.	14- هل يواجه الطلاب أي شكل من أشكال العنف أثناء الذهاب من وإلى المدرسة؟ إذا كان الأمر كذلك ، يرجى وصف ذلك
14. Are there gates to the school to protect children? Was it built during the upgrade of the school?	هل تم انشائها مؤخرا خلال التوسعة أو هل هناك ابواب للمدرسة ؟ البناء الجديد
15. What happens to teachers who commit any acts of violence, bullying, harassment or abuse against students in this school and community? What happens to students if they commit any acts of violence, bullying, harassment or abuse against other students? Or against teachers?	15- ماذا يحدث للمدرسين الذين يرتكبون أي أعمال عنف أو تهريب أو مضايقة أو سوء معاملة ضد الطلاب في هذه المدرسة والمجتمع؟ ماذا يحدث للطلاب إذا ارتكبوا أي أعمال عنف أو تهريب أو مضايقة أو سوء معاملة ضد الطلاب الآخرين؟ أو ضد المعلمين؟
16. What factors contribute to students not attending school in this community? How does this vary by students' age, sex, and other characteristics?	18- ما العوامل التي تساهم في عدم ذهاب الطلاب إلى المدرسة في هذا المجتمع؟ كيف يختلف ذلك؟ حسب عمر الطلاب وجنسهم وخصائصهم الأخرى؟
17. What factors contribute to students dropping out of school? How does this vary by students' age, sex, and other characteristics?	19- ما العوامل التي تساهم في ترك الطلاب من المدرسة؟ كيف يختلف ذلك؟ حسب عمر الطلاب وجنسهم وخصائصهم الأخرى
18. What factors contribute to students doing well in school? How does this vary by students' age, sex, and other characteristics?	20- ما العوامل التي تساهم في أداء الطلاب بشكل جيد في المدرسة؟ كيف يختلف ذلك حسب عمر الطلاب وجنسهم وخصائصهم الأخرى؟

19. Have you ever received any form of training on how to support your students or students in this community to do well in school? If so, please describe. a. How effective was this training? b. What could be done to strengthen the relationship between parents and community members and schools?	21- هل تلقيت أي نوع من التدريب حول كيفية دعم طلابك أو الطلاب في هذا المجتمع لتحقيق أداء جيد في المدرسة؟ إذا كان الأمر كذلك ، يرجى وصف ذلك. أ. ما مدى فعالية هذا التدريب؟ ب. ما الذي يمكن عمله لتعزيز العلاقة بين الوالدين وأفراد المجتمع والمدارس؟
20. Describe how teachers taught students prior to the construction projects. Describe how they are teaching now. a. With the new infrastructure, do you think teachers are using the space to be more innovative in their teaching?	23- صف كيف قام المعلمون بتعليم الطلاب قبل مشاريع البناء. صف كيف يعلمونهم الآن. أ. مع البنية التحتية الجديدة ، هل تعتقد أن المعلمين يستخدمون المساحة لتكون أكثر ابتكارية في تعليمهم؟
21. Where do students go to the bathroom? Are these locked or usually unlocked? Accessible to students with disabilities?	24- أين يذهب الطلاب عند ذهابهم الحمام؟ هل هذه الأشياء مقفلة أم غير مقفلة؟ يمكن الوصول إلى الطلاب ذوي الإعاقة؟
22. How happy or satisfied are you with these construction efforts or refurbishments?	26- ما مدى سعادتك أو رضائك عن جهود البناء هذه أو التجديد؟
23. What could be done to further improve the school environment? What are your priorities? Please describe	27- ما الذي يمكن عمله لزيادة تحسين البيئة المدرسية؟ ما هي أولوياتك؟ يرجى الوصف

24. In your opinion, how do these changes to the school environment impact on - students' enrollment in school - how well students perform in school - how often they will come to school and attend classes - students' emotional, social and physical well-being - your own involvement and participation in school activities, and enthusiasm for students' education	28- في رأيك ، كيف تؤثر هذه التغييرات على البيئة المدرسية - التحاق الطلاب في المدرسة - مدى أداء الطلاب في المدرسة - عدد المرات التي سيأتي فيها إلى المدرسة ويحضر الدروس - رفاهية الطلاب العاطفية والاجتماعية والجسدية - مشاركتك الخاصة والمشاركة في الأنشطة المدرسية والحماس لتعليم الطلاب
25. Do you participate in PTA meetings or other similar meetings and do you feel that your concerns when voiced are being met?	-هل تشتركون في اجتماعات أولياء الأمور أو غيرهم وهل تشعرون بأن آرائكم عند التعبير عنها يتم تلبيتها؟
26. In what ways are parents or community members involved with the teaching and learning activities ongoing at this school, or management of activities at this school?	29- ما هي طرق مشاركة أولياء الأمور أو أعضاء المجتمع في أنشطة التعليم والتعلم في هذه المدرسة ، أو إدارة الأنشطة في هذه المدرسة؟
27. In your opinion, what programs, policies, or other activities could your students' school adopt in order to improve the quality of education offered at this school? To reduce dropout? To improve/increase enrolment and attendance?	30- في رأيك ، ما هي البرامج أو السياسات أو الأنشطة الأخرى التي يمكن لمدرسة الطلاب اعتمادها لتحسين جودة التعليم المقدم في هذه المدرسة؟ للحد من ترك المدرسة؟ لتحسين / زيادة التسجيل والحضور؟
28. What forms of community support exist for improving and maintaining this school environment?	31- ما هي أشكال الدعم المجتمعي لتحسين والمحافظة على هذه البيئة المدرسية؟

ANNEX III: ASSESSMENT DESK REVIEW

USAID/JORDAN EDUCATION AND YOUTH Assessment of School Construction Activities Assessment Desk Review Report

Contracted under AID-278-C-13-00009

Jordan Monitoring and Evaluation Support Project (MESP)

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

ESC	Economic and Social Council
EMIS	Education Management Information System
ERfKE	Education Reform for the Knowledge Economy program
GOJ	Government of Jordan
IEA	International Association for the Evaluation of Educational Achievement
JSEP	Jordan School Evaluation Project
JSP	Jordan School Construction and Rehabilitation Project
MDI	Minimum Detectable Impact
MESP	Jordan Monitoring and Evaluation Support Project
MoE	Ministry of Education
MoPIC	Ministry of Planning and International Cooperation
MSI	Management Systems International
PIRLS	Progress in International Reading Literacy Study
RAMP	Early Grade Reading and Mathematics Project
TIMSS	Trends in International Mathematics and Science Study
USAID	United States Agency for International Development

INTRODUCTION

This report presents background context and initial analysis of select literature to further inform an assessment of USAID supported school construction activities in Jordan. The first section of this report will provide background information on the education context within Jordan, USAID supported school construction activities within Jordan, and background on the assessment. The second section will present information collected through document review relevant to each assessment question. The third and final section will highlight areas where information gaps exist, and inform development of data collection instruments, identify individuals and groups from whom to collect data, among other areas.

BACKGROUND TO THE EDUCATION CONTEXT IN JORDAN

OVERVIEW

Public education in Jordan is free for all primary and secondary school students and compulsory for Jordanian children up to the age of 15. The pre-tertiary education system in Jordan is managed by the Ministry of Education (MOE) and comprises of three levels: 1) early childhood education (ECE) (kindergartens 1 and 2; 2) compulsory basic education, which includes the primary and lower secondary levels (grades 1-10); and 3) upper secondary education level (grades 11 and 12) which is streamed into academic and vocational tracks (World Bank, 2017).

Over the last few decades, Jordan has placed great emphasis on education investing heavily in its education system in order to capitalize on its vast human potential. The results are well reflected in statistical data over the years. In 1960, the overall school enrollment rate for primary and secondary levels was only 47% (King Hussein Office)⁴. In 1994, the primary gross enrollment rate was at 71%, which increased to 99% in 2010; and the transition rate to secondary school increased from 63% to 98% for both girls and boys (World Bank, 2017).

Through continuous efforts by the Jordanian government and its cooperation with international partners, data in recent years show an increase in completion rates for secondary education as well as improvement in literacy rates. In 2015, the lower secondary completion rate reached 81.2% (79.7% for boys and 82.7% for girls) and the literacy rate for youth (aged 15-24) reached 99.2% (99.1% for boys and 99.4% for girls) (Save the Children, 2017).

CHALLENGES

While Jordan has achieved higher literacy, enrollment and completion rates, and decreased gender disparities compared to previous years, there is still room for improvement. The education sector continues to face multiple challenges and schools still struggle to provide students with quality education.

Poor student learning outcomes: While enrollment rates have increased, learning outcomes have declined across all education levels. The 2015 Program for International Student Assessment (PISA) reported that many students lack foundational literacy and numeracy skills with one in five students at the grade 2 level being unable to read a single word from a reading passage, and nearly half are unable to perform a subtraction equation correctly. The World Bank noted that weak foundational skills, along with a lagging and rigid curriculum, further compounds the educational experience resulting in overall learning deficiency (World Bank, 2017).

⁴King Hussein's Office, <http://www.kinghussein.gov.jo/resources3.html>

Education in rural communities: Disparities in the quality of education are most prevalent in rural communities as rural schools lag behind urban schools. Students from rural communities are graduating with much lower levels of education and are often unprepared for higher education or employment (Identity Center, 2015). Eighty one percent of schools where zero students passed the Tawjihi exam were in rural areas (World Bank 2017). This reinforces a socio-economic divide between rural and urban communities and contributes to higher rates of rural unemployment. Due to low education attainment, rural Jordanians continue to take on low paying jobs in the public sector or informal economy (Identity Center, 2015).

Teacher selection and preparation: Teachers in Jordanian public schools are ill-prepared for highly challenging learning environments, particularly with overcrowded classrooms and minimum resources. This is because teachers in the public schools do not receive sufficient training nor professional development opportunities. Additionally, teachers do not receive incentives, and are generally undervalued (World Bank, 2017).

Out of school children: While school enrollment rates have increased, large numbers of Jordanian children remain out of school. According to a 2014 UNICEF report, 45,862 (41%) of five-year old children (pre-primary school) are out of school; 9,661 (1.1%) of primary school aged children are out of school; and 21,234 (4.2%) of lower secondary school aged children are out of school. There are multiple socio-economic, educational and institutional factors that prevent children and youth from attending or completing their education. First, poverty was found to be a significant economic factor hindering the education of children. While education is free for all children in Jordan, the cost of transportation, stationary and books is a burden for many families. Furthermore, studies show that families who live in poverty often send their children to work. Another group of children who remain out of school include those who are disabled. A number of factors prevent disabled children from attending school including physical accessibility issues, poorly adapted curricula that do not meet their needs, and stigma associated with disabled children. A third concern regarding out of school children is related to those who had access but made the decision to drop out of school due to a variety of factors. These factors may include migration, where families choose to migrate to other areas of Jordan in order to find work (UNICEF, 2014), and early marriage for girls. Research show that 33% of illiterate Jordanian women were married at the age of 17 or younger. Furthermore, early marriage rose in 2016 compared to 2015 where 10,907 girls were married before the age of 18, despite awareness raising efforts by various organizations (The Jordan Times, 2017).

Influx of Syrian refugees: More than 212,000 Syrian refugees of school age (6-17 years) have been registered in Jordan, of which 126,127 were enrolled in Jordanian schools in the 2016-2017 academic year. The Jordanian school system has expanded to adapt to this influx of students, with 209 schools adopting a double shift system (morning shifts for Jordanian students and afternoon shifts for Syrian students). While the provision of education for Syrian refugees is improving, 40% of children are still out of school and the quality of education is declining (Jordan Response Plan).⁵ The introduction of double shifts is limiting teaching time for students in both shifts, teachers who have been recruited to cope with rapid expansion are insufficiently trained to manage large classrooms and changing needs, resulting in a less beneficial learning environment. Additionally, tensions between Syrian and Jordanian students are visible

⁵ [Jordan Response Plan for the Syria Crisis 2018-2020](#)

as it is estimated that 70% of Syrian refugee students are bullied or verbally abused in schools, forcing many of them to drop out of school (World Bank, 2017). According to the World Bank, 1,600 Syrian students dropped out of school in 2016 (World Bank, 2017).

Weak infrastructure: To address the influx of refugees and the issue of access to education, the Ministry of Education has expanded the schools' infrastructure through constructing additional classrooms and facilities. This expansion, along with a weak school maintenance system, have put additional strains on schools' infrastructures. The budget to manage maintenance within schools has not increased in recent years, even with the increased Syrian refugee crisis. Schools do not conduct preventive maintenance checks, nor do they have maintenance plans that provide appropriate resources to address maintenance and poor structural issues when they arise (World Bank, 2017).

Gender gap: Data shows that Jordan is reversing the gender gap in terms of enrollment and learning, with girls performing better than boys (39.7% of females have a secondary level education compared to 34.4% of males, and 20.2% of females have a bachelor's degree or above, compared to 10.8% of males) (Department of Statistics, 2016). Unfortunately, this has not translated into the labor market.

EDUCATION REFORM

The Hashemite Kingdom of Jordan's vision for education is that Jordan "has the quality competitive human resource systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skills workforce." To achieve this vision, the Government of Jordan (GOJ) has implemented several strategies, including Education Reform for the Knowledge Economy initiative (ERfKE). ERfKE builds on the MOE's progress made through the 2002 Vision for the Future of Education in Jordan. ERfKE is supported by multiple international donors including the World Bank, USAID, German Development Bank, Kreditanstalt für Wiederaufbau (KfW), European Union (EU), Canadian International Development Agency (CIDA), Arab Fund, European Investment Bank (EIB), and Islamic Bank. International and national frameworks provide guidance for ERfKE, including The UN Millennium Development Goals, UNESCO Education for All, the National Agenda 2006 – 2015, the National Education Strategy, and the Ministry of Education Strategic Plan 2009 – 2013. ERfKE aims to strengthen Jordan's human resources to support its transition into a knowledge-based economy and a hub for technology in the region. The initiative is a 10-year endeavor, that is being implemented in 2 phases. Phase 1 began in 2003 and phase 2 began in 2008 and involves efforts to shift education policies towards early childhood, basic, and secondary education. The following are ERfKE's components:

- Reorienting education policy objectives, reforming governance and administrative systems
- Transforming education programs and practices to achieve knowledge economy relevant learning outcomes
- Supporting provision of quality physical learning environments
- Promoting learning readiness through expanded early childhood education
- Transform vocational education to produce labor market relevant skills

In 2008, the GoJ through the Ministry of Planning and International Cooperation (MoPIC) and the Economic and Social Council (ESC) collaborated on an assessment of Jordan's middle class. This assessment aimed to provide data to support MoPIC develop policies that will expand the middle class and protect it from shrinking. Findings from this assessment point to employment and income generation

opportunities as key drivers to ensuring the middle class continues to thrive. In order to increase the number of middle-class Jordanians, however, the education system must be improved. The assessment found that the majority of Jordanians rely on public education and highlights the need to invest in a quality and accessible public education system. The audit specifically states, “social mobility will remain limited unless shortcoming of public education is addressed.”⁶

According to its 2010 – 2014 National Strategic Plan, the MoE will focus educational reform efforts on three areas: the learner, the learning environment, and community engagement. Below are anticipated outcomes to each of these areas.

- The **learner**: all learners, regardless of gender or economic status will have universal access to educational opportunity and in which there is equity in the provision of services and the tools of modern information and communication technology.
- The **learning environment**: school buildings are provided and maintained in a cost-effective manner so that more boys and girls can learn in safe and well-managed physical environments.
- **Community engagement, partnerships and linkages**: stakeholders, partners, and civil society engaged in the debate about education reform. The Ministry of Education values and benefits from partnerships in expanding and enhancing key areas of reform, such as the development of curricula, the training of teachers, the production and implementation of learning resources, and the provision of access to ICT for schools.

The three areas above in conjunction with several others in the MoE’s National Strategic Plan will result in a more cohesive approach to improve the learning environment. This includes closing the gap between students who drop out of school and those who stay in school. A 2011 literature review of evaluations of school dropout intervention programs show that students who drop out of school do so for several reasons including lack of financial means, low achievement, grade repetition, and being overage for their grade level.⁷ This same study noted other issues affecting a student’s decision to drop out of school include distance between their home and school, their parents’ education level, and illness or disability. Another challenge that affects the learning environment is the lack of community involvement with schools.⁸

More recently, the Committee for Human Resource Development created the 2016-2025 National Strategy for Human Resource Development (HRD). The strategy recognizes that student learning outcomes are lagging, and they are not graduating with the necessary skills to meet the needs of the economy. Recurring challenges highlighted by the strategy include: the centralizing and fragmentation of governance across all stages of education, lack of quality assurance and monitoring measures to enhance the system, decline in teacher quality, lack of an active role of parents in their children’s education, and limited vision for funding. Drawing from best practices around the world and customized for Jordan, the objectives of the HRD strategy are that by 2025, the GoJ will:

⁶ “Assessing the Middle Class in Jordan,” Ministry of Planning and International Cooperation & the Economic and Social Council, 2008, pg 21.

⁷ School Dropout Prevention Pilot Program, Review of Literature, Creative Associates, May 2011, pg 9.

⁸ JSP: A Transformational Change. Evaluation of the Jordan School Construction and Rehabilitation Project, ASK for Human Capacity Building, 2013

- Ensure all children have access to quality early childhood learning and development experiences that promote primary school readiness, ensure healthy lives, and promote their future wellbeing;
- Ensure that all children complete equitable and quality primary and secondary education, leading to relevant and effective learning outcomes;
- Substantially increase the number of youth and adults who have relevant technical and vocational skills for employment, decent jobs, and entrepreneurship;
- Ensure fair access to affordable, relevant, and quality university education opportunities.

Much aligned with ERfKE, the HRD strategy outlines strategic objectives for three stages including early childhood education and development (ECED), basic and secondary education (B&SE), and technical and vocational education and training (TVET). Strategic objectives, key performance indicators and targets that relate to school construction include:

Strategic objective	Projects to be implemented	Indicators to measure progress
B&SE1: Access – Ensure that schools offer conducive learning environments, and that school infrastructure is updated and resources are strategically allocated to meet demand.	B&SE1.1: Open new schools strategically. B&SE1.2: Rationalise poor performing small schools. B&SE1.3: Increase capacity to serve students with disabilities. B&SE1.4: Improve provision for Syrian refugees. B&SE1.5: Expansion of a national-level General. Equivalency Diploma system to cover all out-of-school children and youth. B&SE1.6: Improve school environments to ensure that they are safe, nurturing, and healthy.	Number of new schools opened. 5 year target: 300 new schools for 125,000 extra students 10 year target: 600 new schools for 250,000 extra students

BACKGROUND TO USAID SUPPORTED SCHOOL CONSTRUCTION ACTIVITIES WITHIN JORDAN

The Hashemite Kingdom of Jordan, through the Ministry of Education (MoE) and the United States Agency for International Development (USAID), began a partnership in the 1950s to improve human potential by investing in public education. As noted earlier, Jordan has achieved high levels of net enrollment in primary and secondary schools for both boys and girls (United Nations Educational, Scientific and Cultural Organization (UNESCO 2015). However, significant challenges remain. With a growing population of students and an influx of Syrian refugees, overcrowded classrooms pose an important barrier to learning (USAID 2016). In addition, the quality of education remains weak, particularly in the early grades. The government of Jordan has shown a persistent commitment to investing in education. The USAID Mission in Jordan has supported the government's efforts to address the continuing challenges. From 2002 to 2014, USAID invested \$458 million in the education sector with programming focused on teacher and technical training and school infrastructure. Current USAID investments aim to improve the quality of public education through building the capacity of teachers and administrators, early-grade learning, and infrastructure development (USAID 2015). These investments support MoE's efforts to increase literacy, school completion rates, and access to schools, as well as to decrease gender disparities in education.

USAID supported education activities have focused on strengthening the public education system, improving quality of education and learning outcomes, and improving access to education and learning environments (which involves construction of newly built schools or expanding school with additional classrooms and facilities). USAID's education portfolio includes the following activities:

Jordan School Construction and Rehabilitation Project (JSP)*

Jordan School Expansion Project (JSEP)*

Learning Environment from Improved Infrastructure Project (LEIIP)*

Cultivating Inclusive and Supportive Learning Environments (CISLE)

Education Reform Support Program (ERSP)

Learning Environment Technical Support (LETS)

National Early Grade Literacy and Number

Nonformal Education Program (NFE)

Early Grade Reading and Mathematics Project (RAMP)

Schools for a Knowledge Economy Project (SKEP)*

*Activities within USAID Jordan's school construction portfolio.

As this assessment is specifically asking questions pertaining to the effects of construction on learning outcomes, the assessment team, in collaboration with USAID/Jordan, selected the JSP and JSEP activities to focus on for this assessment. This desk review will focus on these two specific school construction activities which have constructed new schools as well as schools that have been expanded (e.g. additional classrooms, resource rooms, outdoor play areas have been added to the existing schools) between 2006 and presently.

**TABLE 1. USAID SUPPORTED SCHOOL CONSTRUCTION ACTIVITIES
UNDER THE PURVIEW OF THIS ASSESSMENT.**

Activity Name	Brief description	Implementing Partner	Period of Performance	Budget
JSP	Construct and furnish 28 new public schools, rehabilitate 100 existing schools.	Camp Dresser and McKee International (CDM)	2006 – 2013	\$199 million (initial budget was \$50 million, but due to financial crisis and cost of materials, budget increased)
JSEP	Expand 120 schools, 20 of which are fast track, construction of 300 kindergarten classrooms and 50 sport and activity facilities.	Bitar Consultants	2014 – 2018	\$80,000,000 Increased to \$120,000,000

In August 2006, USAID launched the Jordan School Construction and Rehabilitation Project (JSP) to reduce overcrowding in public schools, replace rented and double-shifted schools and provide a safe and more suitable school environment that responded to the needs of the MOE's reform efforts. JSP was developed to support ERfKE's third component by building 28 new schools and rehabilitate 100 existing schools. JSP established new school design concepts and guidelines to improve the school environment. The initial budget for JSP was \$50 million, however, due to contextual issues at the time of implementation (e.g. financial crisis, and increased cost of materials), the budget increased to \$199 million.

With the Jordan School Expansion Project (JSEP), USAID established the five-year \$100 million project to renovate and upgrade existing schools and improve the quality, functionality, and layout of educational facilities. These renovations aim to reduce overcrowding and class sizes, accommodate growing enrollment, improve teachers' ability to provide adequate instruction, and facilitate a better relationship between students and the school system. In turn, these changes are expected to facilitate improved academic performance. JSEP is also intended to reduce the need to rent classroom space or hold double shifts in schools that are over capacity. JSEP supports educational infrastructure development through the expansion and rehabilitation of 120 schools. The first 20 schools were fast-tracked on an expedited schedule, and the remaining 100 schools are scheduled for construction from 2016 through 2018. Additionally, JSEP includes the construction of 300 kindergarten classrooms and 50 sports facilities.

Both LEIP and SKEP are two other activities that aim to improve the quality and access to basic education in Jordan and provide improved and safe learning environments for Jordanian youth. LEIP aimed to renovate 132 existing MoE schools across Jordan through ensuring better functionality of space and resources, enhancing the physical appearance of schools, and increasing accessibility and safety standards. As LEIP will not specifically focus on building new school spaces or schools, it is not included in this assessment. SKEP will construct 25 new schools in overcrowded areas and provide modern facilities and technologies by 2019. While SKEP is another activity specifically focused on improving the educational environment through construction, it is still in its early stages and have not yet completed construction of schools. Thus, SKEP will not be included in this assessment. Individuals involved in both SKEP and LEIP such as activity or USAID staff will be included as key informants in order to gain insight and inform the assessment.

BACKGROUND TO THE PROPOSED ASSESSMENT

The USAID Jordan Mission requested that the Jordan Monitoring and Evaluation Support Project (MESP) team undertake an assessment to inform their school construction activities. As part of this assessment, the MESP team will specifically look at new construction and school expansion as well as their effects on learning and social inclusion outcomes. The assessment will examine the effects, opportunities, challenges and lessons learned in school construction and school expansion activities on three levels:

1. Effects of construction activities on learning outcomes and school performance
2. Sustainability of different construction approaches in terms of learning outcomes and school performance
3. Effects of construction activities on social inclusion and cohesion outcomes for both students and communities

This assessment will provide USAID and the EDY team with information needed to plan follow-on strategy and inform future activity designs. The assessment will also provide a starting point for USAID to understand the benefits and challenges associated with new school construction and school expansion efforts in different educational and social contexts in Jordan. Specifically, the focus will be on

the effects of construction and expansion on school stakeholders, the sustainability of both approaches, and the degree to which these approaches engender community engagement. This assessment will capitalize upon existing quantitative data (through the Government of Jordan) representative of relevant activities within the USAID/Jordan EDY portfolio, as well as in-depth primary data collection activities in a sample of schools. In this way, the assessment will also enhance the ability of USAID and its Implementing Partners to collect relevant data for ongoing activity monitoring, baseline, midline and endline evaluations for program/strategic planning purposes.

ASSESSMENT QUESTIONS

To address the stated purpose, the assessment will seek answers to the following questions:

1. What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?
2. Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?
3. What aspects of school construction activities account for more effectiveness versus less effective community engagement at the school level? Why?

PRELIMINARY FINDINGS FROM DOCUMENTS REVIEWED

The synopsis from this literature review will be used to further inform the assessment design and data collection instruments. MESP reviewed primary and secondary documents provided by USAID as well as additional documents found through research. Annex I includes the full list of sources used to inform this document review. The team reviewed documents and pulled information that informed or could potentially provide answers to an assessment question. The following is the summarized analyses of findings from the document review.

ASSESSMENT QUESTION 1

What is the overall effectiveness of interventions focused on school expansion and new school construction on learning outcomes and environment at the individual, school and community level? Why are the interventions effective or not?

Available research points out to a modest and positive relationship between school building and/or infrastructure construction and/or rehabilitation and education access and quality. Studies from Ghana, India, and Tanzania find a relationship between school accessibility and building quality and attainment measured as enrollment rates (Glewwe and Kremer 2006). Hanushek (1997) found that only 9 percent of 91 correlational studies exploring the relationship between quality infrastructure and student performance reported a statistically significant positive relationship, and 5 percent reported a statistically significant negative relationship.⁹ However, these studies do not tackle important methodological issues such as omitted variable biases and endogenous intervention placement. In fact, the evidence on school construction and rehabilitation is still weak, and more high-quality research is needed to understand relationship, causality, and mechanisms involved in these interventions (Cuesta, Glewwe, and Krause 2016).

⁹ The followed methodology in Hanushek (1997), though robust, does not estimate causal effects and uses data from developed countries. It is possible to argue that the strength of these relationships could be even lower in developing contexts where access to other factors also affecting education is severely constrained in comparison.

The sparsity of recent and robust research on the effects of school construction and rehabilitation is also due to the methodological complexities that its estimation entails. First, evidence from school construction and rehabilitation is difficult to gather and compare because of considerable variation in the scope of construction and rehabilitation interventions. These interventions range from minor improvements (like painting walls or repairing wall cracks) to major rehabilitation and construction, such as new classrooms, administrative buildings, or completely new school constructions. In fact, most of the evidence from robust impact studies focuses mainly on evaluating the construction of new classrooms and complete schools, not on the rehabilitation of existing learning environments.

NEW AND RENOVATED INFRASTRUCTURE

The literature evaluating school infrastructure interventions includes evidence of positive impacts on school access, student learning, and other outcomes. However, two separate literature reviews that summarize this evidence from developing countries show that the type and size of impacts varies across interventions approaches and components (Glewwe et al. 2013 and Cuesta et al. 2013). Researchers have documented relatively strong evidence that improved building infrastructure—such as high-quality roof, walls, flooring, or an index of infrastructure quality—is positively linked to student test scores. However, other types of school infrastructure investments—such as school electrification, classroom furniture, pedagogical aids, and school libraries—demonstrate mixed results on students' time in school and learning outcomes. Next, we describe some studies that specifically focused on school building interventions, including school construction and renovations.

First, Duflo (2004) found that a large-scale school construction program in Indonesia increased years of schooling by 1.4 to 2.3 months (0.12 to 0.19 years) for each school constructed per 1,000 children and increased labor market earnings later in life. In Afghanistan, Burde and Linden (2013) evaluated the impacts of a program that increased access to schooling by building village-based schools to reduce the barrier to girls' education posed by regional schools. They found the intervention improved both attendance and academic performance among all children. A study examining the results of a rapid increase in the number of schools in Nepal found that the addition of one school per 1,000 square kilometers from 1951 to 1961 led to an increase of 1.37 to 1.39 percentage points in the ability of male students to read and write, respectively. The study found no significant effects for girls, which was likely due to widespread exclusion of girls from the schools (Shrestha 2016). The Reaching Out-of-School Children program in Bangladesh provided grants for construction of schools in hard-to-reach areas. These schools were composed of a single classroom, a teacher, instructional materials, and sanitation and safe drinking water supplies. Dang et al. (2011) found that the new schools increased the probability of enrollment in primary school between 9 and 18 percent.

There is evidence that “girl-friendly” infrastructure, can increase girls' enrollment, educational attainment, and learning outcomes. Indeed, JSP and JSEP aim to meet the specific needs of girls by increasing privacy in outdoor spaces and ensuring students have access to adequate toilets. In Burkina Faso, Mathematica conducted an evaluation of the Burkinabé Response to Improve Girls' Chances to Succeed (BRIGHT) program that built “girl-friendly” schools and improved the overall quality of school infrastructure. The schools were considered girl friendly because they included separate latrines for girls and boys, housing for female teachers, and take-home rations for girls. Kazianga et al. (2013) found positive impacts on increased access to schools, enrollment, and educational outcomes for both girls and boys. They documented that enrollment increased by 19 percentage points overall and that test scores increased by 0.41 standard deviations. However, a Mathematica evaluation of the IMprove the educAtion of Girls In NigEr (IMAGINE) program in Niger, a program modeled after BRIGHT, found only small positive impacts on enrollment and no impact on student attendance or learning outcomes in French or math (Dumitrescu et al. 2011). The BRIGHT and IMAGINE evaluations, in which building infrastructure was designed especially for girls, also found that girls' enrollment increased more than boys' (Dumitrescu et al. 2011; Kazianga et al. 2013). In their literature review, Cuesta et al. (2015) note

that across studies, access to toilets or separate toilets for boys and girls increased student test scores at both the primary and secondary level. A study of an initiative for school latrine construction in India in 2003 found a 12 percent increase in enrollment for grades 1 through 5 and an 8 percent increase for grades 6 through 8, with the effects of the intervention persisting three years later (Adukia 2013). However, the lower increase in enrollment among older girls suggests that this population requires sex-specific toilet facilities.

REDUCED SHIFTING AND CLASS SIZES

The JSP and JSEP aim to reduce or eliminate the need for schools to implement a double-shift system whereby one classroom is used for two separate groups of students throughout the day. Eliminating shifting would increase the length of classes by 29 percent on average (from 35 to 45 minutes per class) and the length of the school day by up to 71 percent (from 3.5 hours to 6 hours). The evidence is clear that large increases in instructional time through shift elimination can lead to improved student learning outcomes. In Ethiopia, Orkin (2013) conducted an evaluation of a 2005 policy change that abolished shifts and increased instructional hours by approximately 30 percent. The added time had a large, positive impact on writing and mathematics scores. Students were two to three times more likely to be numerate and able to write; however, there were no significant impacts on reading scores. These benefits accrued primarily to better-off children: those who were not stunted, urban children, and students from richer households. It also had larger impacts on girls than boys. In Chile, a similar transition from shifts to full-day secondary school increased annual instructional time by about 27 percent. This was combined with a one-time infrastructure investment in school construction, classroom and bathroom renovations, and adding school cafeterias. Bellei (2009) found positive impacts on student achievement on 10th-grade standardized exams, especially for students in rural areas. Likewise, student language achievement increased by 0.05 to 0.07 standard deviations, and mathematics achievement increased by 0.07 standard deviations. Glewwe et al.'s (2011) literature review also reports that all impact estimates are both positive and significant in the four high-quality studies of the relationship between the hours of the school day and student learning.

Another aim of JSP and JSEP is to reduce class sizes and student-teacher ratios. Although the neither infrastructure program will not directly employ new teachers, schools may hire personnel or assign staff differently when given the additional space. This may reduce class sizes and, in turn, improve students' learning outcomes. In a randomized controlled trial (RCT) where schools were randomly assigned an additional contract teacher, Muralidharan and Sundararaman (2013) found reduced student-teacher ratios and class sizes, and improved math and language scores by 0.15 and 0.16 standard deviations, respectively. In another RCT in Kenya, students benefited from reduced class sizes when they were randomly assigned to be taught by a new teacher whose contract was conditional on performance, but not when they were taught by civil service teachers, who consistently had high rates of absenteeism (Duflo, Dupas, and Kremer 2015). These rigorous evaluations indicate that the impacts of any class-size reductions that result from JSP and JSEP will depend on the quality and motivation of the teachers deployed to the renovated classrooms. Glewwe et al. (2011) found strong evidence of large class sizes having a negative impact on student outcomes, but also noted some counterintuitive, yet statistically significant, results whereby large classes were associated with better student outcomes. These latter findings may reflect students "crowding in" to effective schools, rather than stemming from larger class sizes. Nevertheless, the proposed JSEP evaluation will provide valuable evidence on the causal linkages between improved infrastructure, class sizes, and learning outcomes.

The mid-term evaluation of the JSP reconstruction and rehabilitation project concluded that the project achieved its goals to reduce overcrowded, double-shifted, and rented schools, while responding to increased enrollment rates and positively impacting the community. Through interviews, principals, field directorates, and teachers at the selected schools expressed gratitude for the new facilities and commitment to ensuring they continue to enhance the education environment. The evaluation was

conducted in 2013, towards the end of the activity, and the evaluation team noted that while there has been positive feedback, these questions should be revisited after some time has passed in order to gauge whether schools have continued to foster student-center learning. It was unclear what “student-centered” learning meant, but some factors that the team cited supporting this conclusion was the number of overcrowded schools or double-shifted schools that were affected by the newly constructed school or rehabilitated schools. The evaluation noted that while both Rehabilitated Schools and Newly constructed schools had a positive impact on the school community (students, teachers, and surrounding community) by providing improved physical space for the growing student population such as new facilities and equipment, the newly constructed schools had a higher impact. Through JSP, new schools also had a capacity building component enabling school stakeholders to better understand, utilize and respond to functions within the school.

This evaluation also noted that both the new schools and rehabilitated schools offered improved physical spaces, layout, and equipment that were suitable for more modern teaching pedagogy. The evaluation report did not provide examples of modern teaching pedagogy but does discuss new science and computer labs as part of the new and improved school facilities suggesting that these new facilities provide opportunities for new teaching techniques. The report also noted that the newly constructed schools’ classroom sizes are larger than MOE schools, they also have different student seating such as larger tables which also take up room and may not be as conducive to meeting classroom capacity nor the moving around of both teachers and students. Additionally, some of the more commonly negative factors discussed were the limited spaces to accommodate the whole student body during recess, morning assemblies, and entering/exiting the school. The canteens tend to be extremely loud and not large enough to ensure all students were comfortable as all students, except for those in the higher grades (11th and 12th) took recesses at the same time. The outdoor spaces were not large enough to ensure that all students would be able to gather together during the morning assembly when the whole student population is expected to be present. Finally, at some schools the entrance ways were noted to be too small to appropriately accommodate students when they are entering the school in the morning and leaving school in the afternoon. Due to the small sizes of the entrance ways, it takes more time to enter and leave during these particular times.

Through support provided under ERSP, another USAID funded activity, teachers and professional staff at newly constructed schools under JSP were able to participate in a professional development program. This capacity building effort aimed to strengthen teachers and staff teaching capacities within their new teaching environment. The program comprised of five modules: modern teaching pedagogies, leadership and management, students’ discipline, utilization of school resources, and engagement of parents and local community. Schools also received on the job coaching support over three semesters in order to for school officials to sustain emerging practices learned through the professional development program. In additional, ERSP also developed a community of practice amongst the principals of the newly constructed schools enabling them to share lessons learned and build on their new skills. Based on field observations, ERSP noted that speed of change was slower and the resistance to change was higher in male schools. Principals and teachers at male schools often lacked the motivation and belief in their contributions to the learning process in their schools. This resulted in support provided through a more customized professional development approach including team building activities at male schools. The more customized method was able to bring progress at male schools closer to progress at female schools. According to ERSP reports, the activity provided professional development interventions to a total of 2,532 teachers and administrative staff, 54 principals and assistants, and 20,345 students. After four years of implementation, ERSP reported that schools utilized more fully their modernized facilities, teachers improved their classroom management, lesson planning, strategic leadership, integration of newly learned skills into classroom teaching, schools endorsed a culture of inclusion and teamwork, principals adopted a participatory approach, and promoted positive reinforcement.

In 2013, the Regional Inspector General/Cairo (RIG/Cairo) conducted an audit of the ERSP to determine whether it was achieving its primary goal of helping the GOJ reform education through school renovations and capacity building of educational institutions. The audit team determined that ERSP was making progress in achieving this goal. The audit team also noted, however, that eight of the 10 ERSP capacity building activities selected for verification were behind schedule to achieving targets. General reasons for this included the MOE's lack of consistent cooperation with ERSP and less than expected willingness from teachers to participate.

Another USAID-funded activity, Learning Environment Technical Support (LETS), also provided capacity building to local government officials, school personnel, and parents and community members in order to facilitate a positive learning environment for students. While it is unclear from the available documents whether any of the schools that were targeted by LETS were part of JSP or JSEP, it should be noted that the capacity building (coaching, practice) at the school level was instrumental in instituting change in the schools' learning environment. Capacity building efforts included developing and implementing a rewards system, classroom management techniques, as well as teaching and learning strategies. Where teachers applied what they learned, they reported positive results such as improved student engagement and behaviors, reduction in violence and bullying, and a rewards system that recognizes students beyond their academic performance.

ASSESSMENT QUESTION 2

Do schools built/expanded with USAID support maintain a basic level of upkeep and maintenance? Why or why not? What factors and conditions are associated with sustainability in terms of upkeep and maintenance? Why?

Based on the JSP evaluation, the overall consensus across interviews with various stakeholders noted that there is a positive perception of the schools' new facilities, and that these new facilities have added to creating a better learning environment for both students and teachers. Some negative factors regarding the ability to maintain the schools include the long and arduous reporting process which involves local and central level government officials, inspection, and then approval. This process can take up to as many as 2 to 3 months from the reporting time to the time in which a defect is repaired or replaced. Other issues cited included the materials that were used (e.g. porcelain floors) which made it difficult to clean, or new and different equipment (e.g. toilet sink mixers) which are not practical and available in the local market which makes it difficult for people to know how to use and hard to replace once there is an issue. The new technology that these new schools have been equipped with such as CCTV, fire alarm system, telephone system, data system, elevators, paging system, and lightning protection systems have enabled a better functioning school system, but many of them remain nonfunctioning for a variety of reasons. Several of the systems such as the telephone system, fire alarm systems, and security systems are too advanced, and either have not been programmed for use or have been turned off because school personnel are not familiar enough with the systems to keep them running. Others such as the elevators require a high level of maintenance in order to remain well-functioning. Respondents raised concerns that overtime, the maintenance of these technological systems may take too long and beyond the budget of the schools or MOE, particularly after the 2-year grace period that is part of the JSP.

ASSESSMENT QUESTION 3

What aspects of school construction activities account for more effectiveness versus less effective community engagement at the school level? Why?

The JSP evaluation report noted that resources were available to be used by the community members who lived nearby the schools such as libraries, resource rooms, and multipurpose rooms. In some schools, however, these rooms were on different floors or within classroom clusters which made it difficult for the schools to ensure clear division between students and community members.

During JSP implementation, the implementer and USAID made serious efforts to include the Ministry of Education and the communities who would be affected by the new and rehabilitated schools, and that there is a sense of ownership and commitment to the schools. Feedback from the MoE and communities, however, noted that they would have like to be more involved throughout the whole process. In particular, while at some schools, communities had some input in the design and planning phases, this was not the case at others. The perception from teachers and principals at the schools were mainly positive that the relationship between the schools and the communities have been strengthened, even when the school is inconveniently located.

According to the LETS evaluation, while the activity was intended to target school personnel, local government officials, as well as parents and community members, the activity focused more on school personnel than other groups. Though interviews reveal that parents, community members, and government officials would have liked to have been more involved in the activity, when schools reached out to them for more involvement at the schools, and the student's learning, they were receptive to more engagement. Additionally, the LETS evaluation noted that where government officials, community members, and parents were more involved, the learning environments were improved at a greater level. Examples of improved learning environments included having extracurricular activities and supporting school maintenance efforts including lobbying the government for additional maintenance support or expanding the schools to include more classrooms and resources.

CONCLUSION

Based on the information gathered through document review in section two of this report, additional information needed to answer the assessment questions include those related to communities and schools, the specifics of how a newly constructed school and an expanded school may have affected student performance, as well as additional information on sustainable maintenance efforts and whether schools expanded spaces have continued to be used as intended. The relationship between communities and schools are still unclear, and particularly whether the construction activities have had any impact on those ties, specifically if these ties have been strengthened. Finally, this assessment will need to gather data that will help determine whether USAID's support to school construction and expansion have had any impact on student performance. While this is not a performance evaluation or an impact evaluation in which results may be made representative of all USAID supported school construction activities or schools within Jordan, findings to help answer the assessment questions will provide USAID with some understanding of how to approach new school construction activities.

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Schools for a Knowledge Economy Project (SKEP) Request for Proposal, June 2014.

School Dropout Prevention Pilot Program, Review of Literature, Creative Associates, May 2011

ANNEX IV: KEY INFORMANT INTERVIEWS & FOCUS GROUP PARTICIPANTS

TABLE I. KEY INFORMANT INTERVIEWS (KIIS) AT THE DIRECTORATE AND NATIONAL LEVEL

	Position	Level	Type	Gender
1.	Field Director	Directorate	MOE	M
2.	Field Director	Directorate	MOE	M
3.	Field Director	Directorate	MOE	M
4.	Field Director	Directorate	MOE	M
5.	Field Director	Directorate	MOE	M
6.	Engineer	Directorate	MOE	M
7.	Director General	National	Local NGO	F
8.	Education Program Manager	National	Local NGO	F
9.	Executive Director	National	Local NGO	F
10.	Education Program Manager	National	Local NGO	F
11.	Architect, Project Manager	National	Local Firm	F
12.	Education Program Manager	National	MOE	F
13.	M&E Officer	National	MOE	M
14.	Senior Technical Advisor	National	MOE	M
15.	Head of Engineering Studies	National	MOE	M
16.	Architect	National	MOE	M
17.	Donor Coordinator	National	MOE	F
18.	Director	National	MOE	F
19.	Secretary General	National	MOE	M
20.	Education Program Manager	National	Donor	M
21.	Education Program Manager	National	Donor	F
22.	Director	National	Donor	F
23.	Education Program Manager	National	Donor	M
24.	Senior Operations Officer	National	Donor	F
25.	Executive Director	National	Local NGO	M
26.	Deputy Director	National	Donor	F

TABLE 2. KEY INFORMANTS AND FOCUS GROUP PARTICIPANTS AT THE SCHOOL LEVEL

Note: X = data was collected, 0 = data was not collected

School #	Gender	New/Expansion	Region	Locality	KII(s)	FGD Parents + community	FGD Teachers	FGD Students	Site observation checklist	Student survey	Teacher survey
1.	Mixed	Expansion	Center	Urban	School director	X	X	X	X	X	X
2.	Female	Expansion	Center	Urban	School director	X	X	X	X	X	X
3.	Male	Expansion	Center	Urban	School director	0	X	X	X	X	X
4.	Mixed	Expansion	Center	Rural	School director	X	X	X	X	X	X
5.	Mixed	Expansion	Center	Rural	School director	X	X	X	X	X	X
6.	Male	New	North	Urban	School director	X	X	X	X	X	X
7.	Female	Expansion	Center	Rural	School director	X	X	X	X	X	X
8.	Male	Expansion	Center	Rural	School director	0	X	X	X	X	X
9.	Female	Expansion	North	Urban	School director	X	X	X	X	X	X
10.	Mixed	New	North	Urban	School director	X	X	X	X	X	X
11.	Mixed	Expansion	North	Urban	School director	X	X	X	X	X	X
12.	Male	Expansion	North	Rural	School director	X	X	X	X	X	X
13.	Male	New	Center	Urban	School director	X	X	X	X	X	X
14.	Female	Expansion	North	Urban	School director, counselor	X	X	X	X	X	X
15.	Mixed	Expansion	North	Rural	School director	0	X	0	X	0	X
16.	Male	Expansion	South	Rural	School	X	X	X	X	X	X

School #	Gender	New/Expansion	Region	Locality	KII(s)	FGD Parents + community	FGD Teachers	FGD Students	Site observation checklist	Student survey	Teacher survey
					director						
17.	Female	Expansion	South	Rural	School director, counselor	X	X	X	X	X	X
18.	Mixed	New	South	Urban	School director	X	X	X	X	X	X
19.	Male	Expansion	Center	Urban	School director	0	X	X	X	X	X
20.	Mixed	Expansion	South	Rural	School director	X	X	X	X	X	X
21.	Mixed	Expansion	Center	Urban	School director, counselor	X	X	X	X	X	X
22.	Mixed	New	South	Urban	School director	X	X	X	X	X	X
23.	Male	Expansion	North	Rural	School director, counselor	X	X	X	X	X	X
24.	Mixed	Expansion	North	Urban	School director	X	X	X	X	X	X

ANNEX V: SUMMARY OF QUALITATIVE AND QUANTITATIVE DATA ON FACTORS THAT MAY CONTRIBUTE TO SUSTAINED MAINTENANCE

TABLE I. SUMMARY OF QUALITATIVE DATA (FGDS AND KIIS) AT THE SCHOOL LEVEL ON FACTORS THAT MAY CONTRIBUTE TO SUSTAINABILITY EFFORTS, DISAGGREGATED BY TYPE OF INTERVENTION.

Efforts being made to address maintenance issues at school.	New	Expansion (excludes fast track schools)	Expansion – fast track schools
	5 (Total)	13 (Total)	6 (Total)
Leadership of school director	3 (60%)	7 (54%)	6 (100%)
Support from teachers and students	5 (100%)	11 (85%)	4 (67%)
Support from communities	3 (60%)	4 (31%)	2 (33%)
Support from other donors/NGOs	1 (20%)	4 (31%)	1 (17%)

FIGURE I. TEACHER SURVEY DATA: “SCHOOL PERSONNEL CONDUCT REGULARLY SCHEDULED CLEAN-UP AND FIX-UP.”

School personnel conduct regularly scheduled clean-up and fix-up

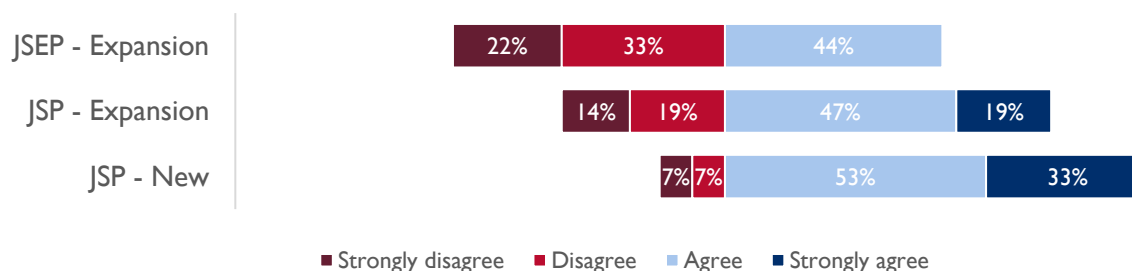


FIGURE 2. STUDENT SURVEY DATA. “SCHOOL PERSONNEL REGULARLY SCHEDULED CLEAN-UP AND FIX-UP.”

School personnel conduct regularly scheduled clean-up and fix-up

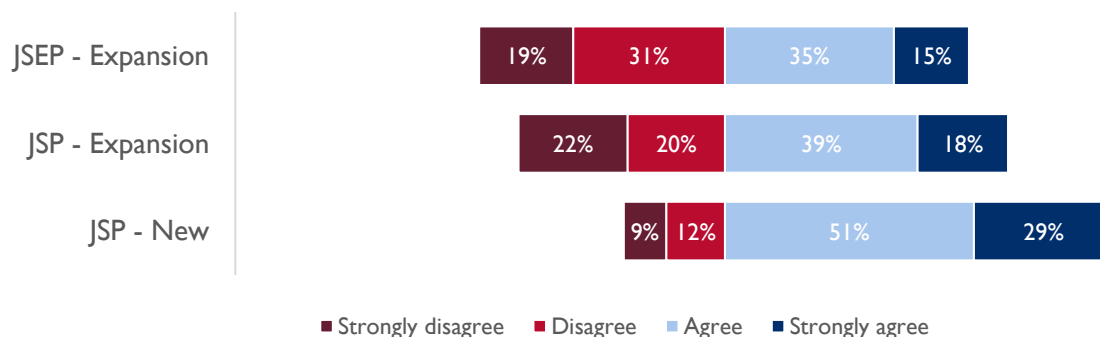


FIGURE 3. TEACHER SURVEY DATA: “TEACHERS PARTICIPATE IN CLEANING AND MAINTAINING THE SCHOOL.”

Teachers participate in cleaning and maintaining the school

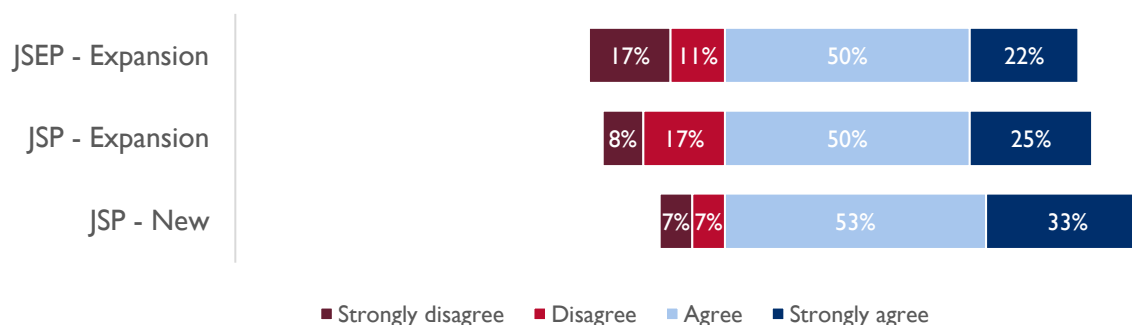


FIGURE 4. STUDENT SURVEY DATA. “TEACHERS PARTICIPATE IN CLEANING AND MAINTAINING THE SCHOOL.”

Teachers participate in cleaning and maintaining the school

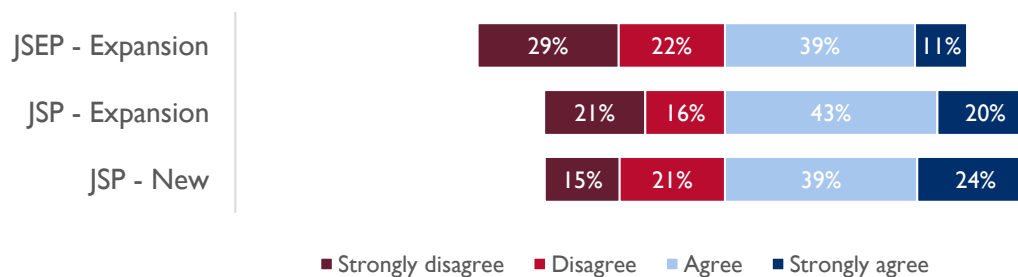


FIGURE 5. TEACHER SURVEY DATA. “COMMUNITY MEMBERS PARTICIPATE IN CLEANING AND MAINTAINING THE SCHOOL.”

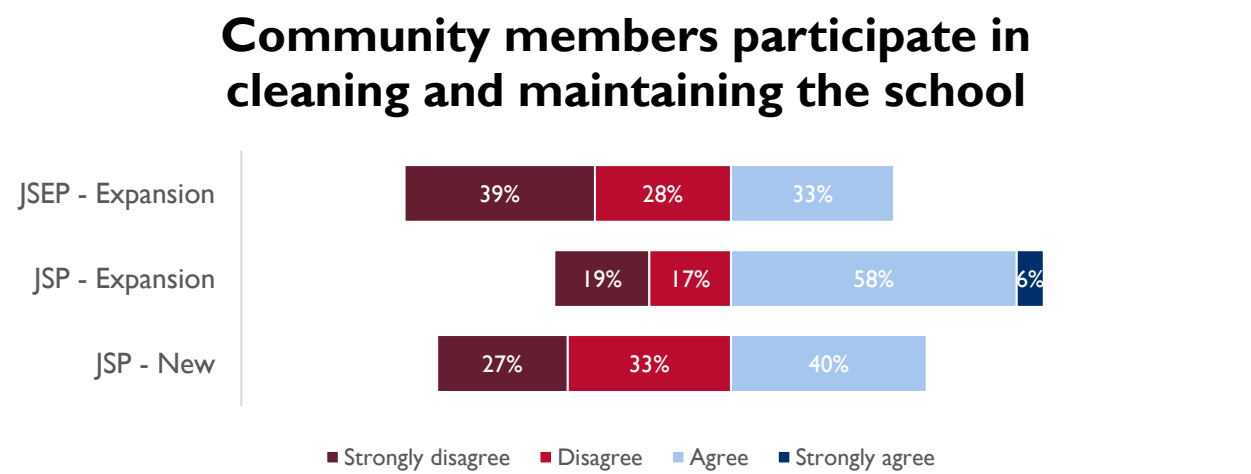
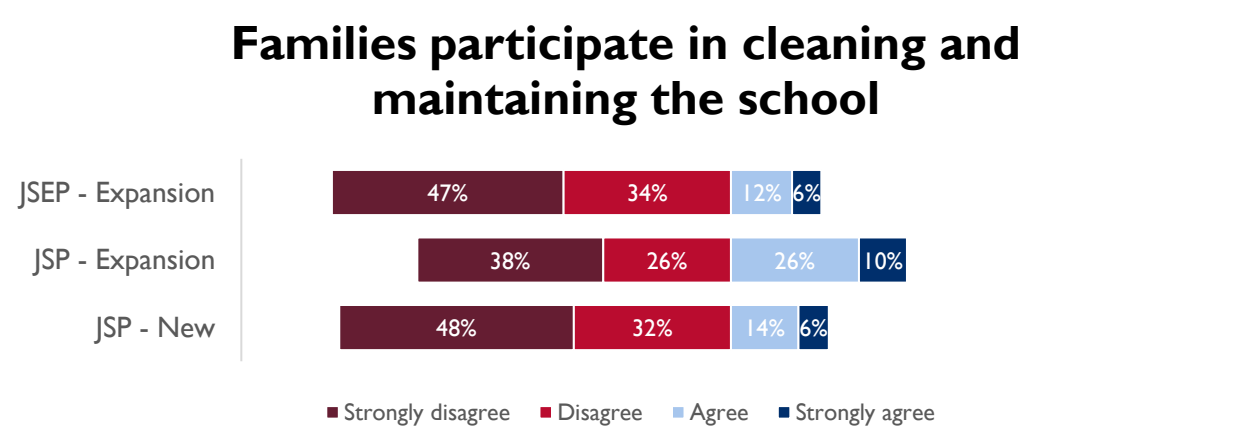


FIGURE 6. STUDENT SURVEY DATA. “FAMILIES PARTICIPATE IN CLEANING AND MAINTAINING THE SCHOOL.”



ANNEX VI: QUANTITATIVE ANALYSES

SITE OBSERVATION CHECKLIST RESULTS

The following tables are select results from the site observation checklist. The assessment team observed each school with a checklist containing infrastructure and learning environment variables. The results have been disaggregated by five categories: gender of school (male, female, mixed), locality (rural, urban), geography (north, central, south), school level (primary or secondary), and type of intervention (expansion or new school). See Annex III for the checklist. For analyses of additional survey questions not included here or for further disaggregation by categories not included here, the information will be made upon request.

TABLE I. SCHOOL'S PHYSICAL ENVIRONMENT (N=24).

Table I.	There is a physical barrier between school and surrounding area	Outdoor play areas and equipment are safe and in good repair	Students are protected from the elements while using outdoor play areas	The school buildings are clean	Toxic materials are kept inaccessible to students at all times	School buildings provide adequate protection from the elements	The classroom is protected from the elements	School grounds are kept free of litter and garbage, except in designated containers
Not at all true	0%	0%	63%	8%	25%	21%	4%	13%
Somewhat true	0%	75%	13%	50%	17%	25%	25%	63%
Very true	100%	25%	25%	42%	58%	54%	71%	25%

The following three sets of tables break down three of the observations in Table I further by the five categories.

TABLE 2A. 10. OUTDOOR PLAY AREAS AND EQUIPMENT ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 2a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	0%	0%	0%
Somewhat true	83%	85%	40%
Very true	17%	15%	60%

TABLE 2B. 10. OUTDOOR PLAY AREAS AND EQUIPMENT ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY LOCALITY.

Table 2b.	Rural (N=11)	Urban (N=13)
Not at all true	0%	0%
Somewhat true	100%	54%
Very true	0%	46%

TABLE 2C. 10. OUTDOOR PLAY AREAS AND EQUIPMENT ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY GEOGRAPHY.

Table 2c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	0%	0%	0%
Somewhat true	75%	70%	83%
Very true	25%	30%	17%

TABLE 2D. 10. OUTDOOR PLAY AREAS AND EQUIPMENT ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY GENDER OF SCHOOL.

Table 2d.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	63%	63%	63%
Somewhat true	13%	13%	13%
Very true	25%	25%	25%

TABLE 2E. 10. OUTDOOR PLAY AREAS AND EQUIPMENT ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY SCHOOL LEVEL.

Table 2e.	Primary (N=11)	Secondary (N=13)
Not at all true	73%	54%
Somewhat true	9%	15%
Very true	18%	31%

TABLE 3A. Q11. STUDENTS ARE PROTECTED FROM THE ELEMENTS WHILE USING OUTDOOR PLAY AREAS (E.G., PROTECTED FROM EXCESSIVE SUN, DUST, RAIN, OR WIND). DISAGGREGATED BY TYPE OF INTERVENTION.

Table 3a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	83%	54%	60%
Somewhat true	0%	8%	40%
Very true	17%	38%	0%

TABLE 3B. Q11. STUDENTS ARE PROTECTED FROM THE ELEMENTS WHILE USING OUTDOOR PLAY AREAS (E.G., PROTECTED FROM EXCESSIVE SUN, DUST, RAIN, OR WIND), DISAGGREGATED BY LOCALITY.

Table 3b.	Rural (N=11)	Urban (N=13)
Not at all true	82%	46%
Somewhat true	18%	8%
Very true	0%	46%

TABLE 3C. Q11. STUDENTS ARE PROTECTED FROM THE ELEMENTS WHILE USING OUTDOOR PLAY AREAS (E.G., PROTECTED FROM EXCESSIVE SUN, DUST, RAIN, OR WIND), DISAGGREGATED BY GEOGRAPHY.

Table 3c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	63%	60%	67%
Somewhat true	13%	10%	17%
Very true	25%	30%	17%

TABLE 3D. Q11. STUDENTS ARE PROTECTED FROM THE ELEMENTS WHILE USING OUTDOOR PLAY AREAS (E.G., PROTECTED FROM EXCESSIVE SUN, DUST, RAIN, OR WIND), DISAGGREGATED BY GENDER OF SCHOOL.

Table 3d.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	63%	63%	63%
Somewhat true	13%	13%	13%
Very true	25%	25%	25%

TABLE 3E. Q11. STUDENTS ARE PROTECTED FROM THE ELEMENTS WHILE USING OUTDOOR PLAY AREAS (E.G., PROTECTED FROM EXCESSIVE SUN, DUST, RAIN, OR WIND), DISAGGREGATED BY SCHOOL LEVEL.

Table 3e.	Primary (N=11)	Secondary (N=13)
Not at all true	73%	54%
Somewhat true	9%	15%
Very true	18%	31%

TABLE 4A. Q15. SCHOOL BUILDINGS PROVIDE ADEQUATE PROTECTION FROM THE ELEMENTS (RAIN, HEAT, COLD, WIND, DUST). DISAGGREGATED BY TYPE OF INTERVENTION.

Table 4a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	15%	50%	0%
Somewhat true	31%	17%	20%
Very true	54%	33%	80%

TABLE 4B. Q15. SCHOOL BUILDINGS PROVIDE ADEQUATE PROTECTION FROM THE ELEMENTS (RAIN, HEAT, COLD, WIND, DUST). DISAGGREGATED BY LOCALITY.

Table 4b.	Rural (N=11)	Urban (N=13)
Not at all true	27%	15%
Somewhat true	27%	23%
Very true	45%	62%

TABLE 4C. Q15. SCHOOL BUILDINGS PROVIDE ADEQUATE PROTECTION FROM THE ELEMENTS (RAIN, HEAT, COLD, WIND, DUST). DISAGGREGATED BY GEOGRAPHY.

Table 4c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	38%	20%	0%
Somewhat true	38%	10%	33%
Very true	25%	70%	67%

TABLE 4D. Q15. SCHOOL BUILDINGS PROVIDE ADEQUATE PROTECTION FROM THE ELEMENTS (RAIN, HEAT, COLD, WIND, DUST). DISAGGREGATED BY GENDER OF SCHOOL.

Table 4d.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	25%	13%	25%
Somewhat true	25%	38%	13%
Very true	50%	50%	63%

TABLE 4E. Q15. SCHOOL BUILDINGS PROVIDE ADEQUATE PROTECTION FROM THE ELEMENTS (RAIN, HEAT, COLD, WIND, DUST). DISAGGREGATED BY SCHOOL LEVEL.

Table 4e.	Primary (N=11)	Secondary (N=13)
Not at all true	27%	15%
Somewhat true	27%	23%
Very true	45%	62%

TABLE 5. SCHOOL'S SANITARY SYSTEMS (N=24).

Table 5.	The school has sanitary system for disposal of waste water	The school has a sanitary system for disposal of latrine water
Not at all true	13%	13%
Somewhat true	54%	54%
Very true	33%	33%

The following two sets of tables break down each of the observations in Table 5 further into the five categories.

TABLE 6A. Q8. THE SCHOOL HAS SANITARY SYSTEM FOR DISPOSAL OF WASTE WATER. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 6a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	0%	15%	20%
Somewhat true	50%	54%	60%
Very true	50%	31%	20%

TYPE 6B. Q8. THE SCHOOL HAS SANITARY SYSTEM FOR DISPOSAL OF WASTE WATER. DISAGGREGATED BY LOCALITY.

Table 6b.	Rural (N=11)	Urban (N=13)
Not at all true	9%	8%
Somewhat true	64%	38%
Very true	27%	54%

TYPE 6C. Q8. THE SCHOOL HAS SANITARY SYSTEM FOR DISPOSAL OF WASTE WATER. DISAGGREGATED BY GEOGRAPHY.

Table 6c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	25%	0%	17%
Somewhat true	50%	60%	50%
Very true	25%	40%	33%

TABLE 6D. Q8. THE SCHOOL HAS SANITARY SYSTEM FOR DISPOSAL OF WASTE WATER. DISAGGREGATED BY GENDER OF SCHOOL.

Table 6d.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	0%	25%
Somewhat true	88%	25%	50%
Very true	0%	75%	25%

TABLE 6E. Q8. THE SCHOOL HAS SANITARY SYSTEM FOR DISPOSAL OF WASTE WATER. DISAGGREGATED BY SCHOOL LEVEL.

Table 6e.	Primary (N=11)	Secondary (N=13)
Not at all true	18%	8%
Somewhat true	55%	54%
Very true	27%	38%

TABLE 7A. Q9. THE SCHOOL HAS A SANITARY SYSTEM FOR DISPOSAL OF LATRINE WATER. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 7a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	0%	15%	20%
Somewhat true	50%	62%	40%
Very true	50%	23%	40%

TABLE 7B. Q9. THE SCHOOL HAS A SANITARY SYSTEM FOR DISPOSAL OF LATRINE WATER. DISAGGREGATED BY LOCALITY.

Table 7b.	Rural (N=11)	Urban (N=13)
Not at all true	18%	8%
Somewhat true	73%	38%
Very true	9%	54%

TABLE 7C. Q9. THE SCHOOL HAS A SANITARY SYSTEM FOR DISPOSAL OF LATRINE WATER. DISAGGREGATED BY GEOGRAPHY.

Table 7c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	25%	0%	17%
Somewhat true	38%	60%	67%
Very true	38%	40%	17%

TABLE 7D. Q9. THE SCHOOL HAS A SANITARY SYSTEM FOR DISPOSAL OF LATRINE WATER. DISAGGREGATED BY GENDER OF SCHOOL.

Table 7d.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	0%	25%
Somewhat true	88%	38%	38%
Very true	0%	63%	38%

TABLE 7E. Q9. THE SCHOOL HAS A SANITARY SYSTEM FOR DISPOSAL OF LATRINE WATER. DISAGGREGATED BY SCHOOL LEVEL.

Table 7e.	Primary (N=11)	Secondary (N=13)
Not at all true	18%	8%
Somewhat true	45%	62%
Very true	36%	31%

TABLE 8. SCHOOL'S LEARNING ENVIRONMENT (N=24).

Table 8.	Examples of student work or achievements are displayed in common areas	Examples of student work or projects are visible in the classroom	Students do not roam the hallways or school grounds when class is in session
Not at all true	33%	25%	8%
Somewhat true	33%	46%	46%
Very true	33%	29%	46%

The following two sets of tables break down two of the observations in Table 8 further into the five categories.

TABLE 9A. Q12. EXAMPLES OF STUDENT WORK OR ACHIEVEMENTS ARE DISPLAYED IN COMMON AREAS. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 9a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	17%	46%	20%
Somewhat true	67%	23%	20%
Very true	17%	31%	60%

TABLE 9B. Q12. EXAMPLES OF STUDENT WORK OR ACHIEVEMENTS ARE DISPLAYED IN COMMON AREAS. DISAGGREGATED BY LOCALITY.

Table 9b.	Rural (N=11)	Urban (N=13)
Not at all true	55%	15%
Somewhat true	27%	38%
Very true	18%	46%

TABLE 9C. Q12. EXAMPLES OF STUDENT WORK OR ACHIEVEMENTS ARE DISPLAYED IN COMMON AREAS. DISAGGREGATED BY GEOGRAPHY.

Table 9c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	50%	30%	17%
Somewhat true	25%	30%	50%
Very true	25%	40%	33%

TABLE 9D. Q12. EXAMPLES OF STUDENT WORK OR ACHIEVEMENTS ARE DISPLAYED IN COMMON AREAS. DISAGGREGATED BY SCHOOL LEVEL.

Table 9d.	Primary (N=11)	Secondary (N=13)
Not at all true	36%	31%
Somewhat true	27%	38%
Very true	36%	31%

TABLE 9E. Q12. EXAMPLES OF STUDENT WORK OR ACHIEVEMENTS ARE DISPLAYED IN COMMON AREAS. DISAGGREGATED BY GENDER OF SCHOOL.

Table 9e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	50%	13%	38%
Somewhat true	38%	38%	25%
Very true	13%	50%	38%

TABLE 10A. Q45. EXAMPLES OF STUDENT WORK OR PROJECTS ARE VISIBLE IN THE CLASSROOM. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 10a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	33%	23%	20%
Somewhat true	50%	46%	40%
Very true	17%	31%	40%

TABLE 10B. Q45. EXAMPLES OF STUDENT WORK OR PROJECTS ARE VISIBLE IN THE CLASSROOM. DISAGGREGATED BY LOCALITY.

Table 10b.	Rural (N=11)	Urban (N=13)
Not at all true	27%	23%
Somewhat true	55%	38%
Very true	18%	38%

TABLE 10C. Q45. EXAMPLES OF STUDENT WORK OR PROJECTS ARE VISIBLE IN THE CLASSROOM. DISAGGREGATED BY GEOGRAPHY.

Table 10c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	38%	20%	17%
Somewhat true	38%	30%	83%
Very true	25%	50%	0%

TABLE 10D. Q45. EXAMPLES OF STUDENT WORK OR PROJECTS ARE VISIBLE IN THE CLASSROOM. DISAGGREGATED BY SCHOOL LEVEL.

Table 10d.	Primary (N=11)	Secondary (N=13)
Not at all true	27%	23%
Somewhat true	45%	46%
Very true	27%	31%

TABLE 10E. Q45. EXAMPLES OF STUDENT WORK OR PROJECTS ARE VISIBLE IN THE CLASSROOM. DISAGGREGATED BY GENDER OF SCHOOL.

Table 10e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	38%	13%	25%
Somewhat true	50%	38%	50%
Very true	13%	50%	25%

TABLE 11. SCHOOL' INFRASTRUCTURE AND COMFORT LEVEL (N=24).

Table 11.	School buildings are in good structural condition	School buildings are in good physical condition (e.g. no peeling paint, broken windows)	The classroom has adequate ventilation	The classroom is a comfortable temperature	The classroom lighting is adequate for students to work	The classroom is clean and orderly (floor is clean, tables are orderly, no garbage on floor)	Outside noise does not affect communication within the classroom
Not at all true	0%	4%	4%	0%	4%	8%	4%
Somewhat true	67%	67%	67%	79%	38%	58%	46%
Very true	33%	29%	29%	21%	58%	33%	50%

The following four sets of tables break down four of the observations in Table 11 further into the five categories.

TABLE 12A. Q17. SCHOOL BUILDINGS ARE IN GOOD STRUCTURAL CONDITION. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 12a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	0%	0%	0%
Somewhat true	67%	77%	40%
Very true	33%	23%	60%

TABLE 12B. Q17. SCHOOL BUILDINGS ARE IN GOOD STRUCTURAL CONDITION. DISAGGREGATED BY LOCALITY.

Table 12b.	Rural (N=11)	Urban (N=13)
Not at all true	0%	0%
Somewhat true	82%	54%
Very true	18%	46%

TABLE 12C. Q17. SCHOOL BUILDINGS ARE IN GOOD STRUCTURAL CONDITION. DISAGGREGATED BY GEOGRAPHY.

Table 12c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	0%	0%	0%
Somewhat true	63%	60%	83%
Very true	38%	40%	17%

TABLE 12D. Q17. SCHOOL BUILDINGS ARE IN GOOD STRUCTURAL CONDITION. DISAGGREGATED BY SCHOOL LEVEL.

Table 12d.	Primary (N=11)	Secondary (N=13)
Not at all true	0%	0%
Somewhat true	55%	77%
Very true	45%	23%

TABLE 12E. Q17. SCHOOL BUILDINGS ARE IN GOOD STRUCTURAL CONDITION. DISAGGREGATED BY GENDER OF SCHOOL.

Table 12e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	0%	0%	0%
Somewhat true	75%	75%	50%
Very true	25%	25%	50%

TABLE 13A. Q18. SCHOOL BUILDINGS ARE IN GOOD PHYSICAL CONDITION (E.G. NO PEELING PAINT, BROKEN WINDOWS). DISAGGREGATED BY TYPE OF INTERVENTION.

Table 13a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	17%	0%	0%
Somewhat true	33%	85%	60%
Very true	50%	15%	40%

TABLE 13B. Q18. SCHOOL BUILDINGS ARE IN GOOD PHYSICAL CONDITION (E.G. NO PEELING PAINT, BROKEN WINDOWS). DISAGGREGATED BY LOCALITY.

Table 13b	Rural (N=11)	Urban (N=13)
Not at all true	9%	0%
Somewhat true	73%	62%
Very true	18%	38%

TABLE 13C. Q18. SCHOOL BUILDINGS ARE IN GOOD PHYSICAL CONDITION (E.G. NO PEELING PAINT, BROKEN WINDOWS). DISAGGREGATED BY GEOGRAPHY.

Table 13c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	13%	0%	0%
Somewhat true	25%	90%	83%
Very true	63%	10%	17%

TABLE 13D. Q18. SCHOOL BUILDINGS ARE IN GOOD PHYSICAL CONDITION (E.G. NO PEELING PAINT, BROKEN WINDOWS). DISAGGREGATED BY SCHOOL LEVEL.

Table 13d.	Primary (N=11)	Secondary (N=13)
Not at all true	9%	0%
Somewhat true	55%	77%
Very true	36%	23%

TABLE 13E. Q18. SCHOOL BUILDINGS ARE IN GOOD PHYSICAL CONDITION (E.G. NO PEELING PAINT, BROKEN WINDOWS). DISAGGREGATED BY GENDER OF SCHOOL.

Table 13e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	0%	0%
Somewhat true	88%	63%	50%
Very true	0%	38%	50%

TABLE 14A. Q37. THE CLASSROOM HAS ADEQUATE VENTILATION. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 14a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	0%	0%	20%
Somewhat true	100%	69%	20%
Very true	0%	31%	60%

TABLE 14B. Q37. THE CLASSROOM HAS ADEQUATE VENTILATION. DISAGGREGATED BY LOCALITY.

Table 14b.	Rural (N=11)	Urban (N=13)
Not at all true	0%	8%
Somewhat true	82%	54%
Very true	18%	38%

TABLE 14C. Q37. THE CLASSROOM HAS ADEQUATE VENTILATION. DISAGGREGATED BY GEOGRAPHY.

Table 14c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	0%	0%	17%
Somewhat true	88%	60%	50%
Very true	13%	40%	33%

**TABLE 14D. Q37. THE CLASSROOM HAS ADEQUATE VENTILATION.
DISAGGREGATED BY SCHOOL LEVEL.**

Table 14d.	Primary (N=11)	Secondary (N=13)
Not at all true	0%	8%
Somewhat true	64%	69%
Very true	36%	23%

**TABLE 14E. Q37. THE CLASSROOM HAS ADEQUATE VENTILATION.
DISAGGREGATED BY GENDER OF SCHOOL.**

Table 14e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	0%	0%
Somewhat true	50%	75%	75%
Very true	38%	25%	25%

**TABLE 15A. Q38. THE CLASSROOM IS A COMFORTABLE TEMPERATURE.
DISAGGREGATED BY TYPE OF INTERVENTION.**

Table 15a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	0%	0%	0%
Somewhat true	100%	85%	40%
Very true	0%	15%	60%

**TABLE 15B. Q38. THE CLASSROOM IS A COMFORTABLE TEMPERATURE.
DISAGGREGATED BY LOCALITY.**

Table 15b.	Rural (N=11)	Urban (N=13)
Not at all true	0%	0%
Somewhat true	100%	62%
Very true	0%	38%

TABLE 15C. Q38. THE CLASSROOM IS A COMFORTABLE TEMPERATURE. DISAGGREGATED BY GEOGRAPHY.

Table 15c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	0%	0%	0%
Somewhat true	88%	70%	83%
Very true	13%	30%	17%

TABLE 15D. Q38. THE CLASSROOM IS A COMFORTABLE TEMPERATURE. DISAGGREGATED BY SCHOOL LEVEL.

Table 15d.	Primary (N=11)	Secondary (N=13)
Not at all true	0%	0%
Somewhat true	73%	85%
Very true	27%	15%

TABLE 15E. Q38. THE CLASSROOM IS A COMFORTABLE TEMPERATURE. DISAGGREGATED BY GENDER OF SCHOOL.

Table 15e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	0%	0%	0%
Somewhat true	88%	75%	75%
Very true	13%	25%	25%

TABLE 16. AVAILABILITY OF CLASSROOMS AND WATER AT SCHOOLS (N=24).

Table 16.	Available classrooms for all classes	Students and staff have ongoing, easy access to drinking water	Drinking water is accessible to students with disabilities	There is adequate access to water in the school
Not at all true	0%	17%	25%	17%
Somewhat true	8%	75%	58%	67%
Very true	92%	8%	17%	17%

The following two sets of tables break down two of the observations in Table 16 further into the five categories.

TABLE 17A. Q20. STUDENTS AND STAFF HAVE ONGOING, EASY ACCESS TO DRINKING WATER. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 17a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools (N=13)	New schools (N=5)
Not at all true	33%	15%	0%
Somewhat true	67%	85%	60%
very true	0%	0%	40%

TABLE 17B. Q20. STUDENTS AND STAFF HAVE ONGOING, EASY ACCESS TO DRINKING WATER. DISAGGREGATED BY LOCALITY.

Table 17b.	Rural (N=11)	Urban (N=13)
Not at all true	18%	15%
Somewhat true	82%	69%
very true	0%	15%

TABLE 17C. Q20. STUDENTS AND STAFF HAVE ONGOING, EASY ACCESS TO DRINKING WATER. DISAGGREGATED BY GEOGRAPHY.

Table 17c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	38%	10%	0%
Somewhat true	50%	90%	83%
very true	13%	0%	17%

TABLE 17D. Q20. STUDENTS AND STAFF HAVE ONGOING, EASY ACCESS TO DRINKING WATER. DISAGGREGATED BY SCHOOL LEVEL.

Table 17d.	Primary (N=11)	Secondary (N=13)
Not at all true	27%	8%
Somewhat true	55%	92%
very true	18%	0%

TABLE 17E. Q20. STUDENTS AND STAFF HAVE ONGOING, EASY ACCESS TO DRINKING WATER. DISAGGREGATED BY GENDER OF SCHOOL.

Table 17e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	0%	38%
Somewhat true	88%	100%	38%
very true	0%	0%	25%

TABLE 18A. Q22. THERE IS ADEQUATE ACCESS TO WATER IN THE SCHOOL. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 18a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	17%	15%	20%
Somewhat true	67%	77%	40%
very true	17%	8%	40%

TABLE 18B. THERE IS ADEQUATE ACCESS TO WATER IN THE SCHOOL. DISAGGREGATED BY LOCALITY.

Table 18b.	Rural (N=11)	Urban (N=13)
Not at all true	18%	15%
Somewhat true	73%	62%
very true	9%	23%

TABLE 18C. THERE IS ADEQUATE ACCESS TO WATER IN THE SCHOOL. DISAGGREGATED BY GEOGRAPHY.

Table 18c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	38%	0%	17%
Somewhat true	38%	100%	50%
very true	25%	0%	33%

TABLE 18D. THERE IS ADEQUATE ACCESS TO WATER IN THE SCHOOL. DISAGGREGATED BY SCHOOL LEVEL.

Table 18d.	Primary (N=11)	Secondary (N=13)
Not at all true	18%	15%
Somewhat true	64%	69%
very true	18%	15%

TABLE 18E. THERE IS ADEQUATE ACCESS TO WATER IN THE SCHOOL. DISAGGREGATED BY GENDER OF SCHOOL.

Table 18e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	13%	25%
Somewhat true	88%	63%	50%
very true	0%	25%	25%

TABLE 19. TOILETS AND SINKS ARE FUNCTIONING (N=24).

Table 19.	Functioning sinks with soaps are located close to latrine	Latrines and sinks are accessible to students with disabilities	Toilets for male and female students and teachers are separate	Latrines are designed to allow privacy (e.g. locks on doors, adequate lighting)	There is adequate number of functioning latrines available so that students do not have to wait an excessive amount of time to use them	Latrines are safe and in good repair	Latrines and sinks are clean and sanitary
Not at all true	21%	21%	0%	13%	25%	17%	21%
Somewhat true	63%	67%	25%	50%	58%	75%	71%
Very true	17%	13%	75%	38%	17%	8%	8%

The following three sets of tables break down three of the observations in Table 19 further into the five categories.

TABLE 20A. Q27. THERE IS ADEQUATE NUMBER OF FUNCTIONING LATRINES AVAILABLE SO THAT STUDENTS DO NOT HAVE TO WAIT AN EXCESSIVE AMOUNT OF TIME TO USE THEM. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 20a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	0%	38%	20%
Somewhat true	100%	54%	20%
very true	0%	8%	60%

TABLE 20B. Q27. THERE IS ADEQUATE NUMBER OF FUNCTIONING LATRINES AVAILABLE SO THAT STUDENTS DO NOT HAVE TO WAIT AN EXCESSIVE AMOUNT OF TIME TO USE THEM. DISAGGREGATED BY LOCALITY.

Table 20b.	Rural (N=11)	Urban (N=13)
Not at all true	27%	23%
Somewhat true	64%	54%
very true	9%	23%

TABLE 20C. Q27. THERE IS ADEQUATE NUMBER OF FUNCTIONING LATRINES AVAILABLE SO THAT STUDENTS DO NOT HAVE TO WAIT AN EXCESSIVE AMOUNT OF TIME TO USE THEM. DISAGGREGATED BY GEOGRAPHY.

Table 20c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	25%	30%	17%
Somewhat true	63%	60%	50%
very true	13%	10%	33%

TABLE 20D. Q27. THERE IS ADEQUATE NUMBER OF FUNCTIONING LATRINES AVAILABLE SO THAT STUDENTS DO NOT HAVE TO WAIT AN EXCESSIVE AMOUNT OF TIME TO USE THEM. DISAGGREGATED BY SCHOOL LEVEL.

Table 20d.	Primary (N=11)	Secondary (N=13)
Not at all true	27%	23%
Somewhat true	45%	69%
very true	27%	8%

TABLE 20E. Q27. THERE IS ADEQUATE NUMBER OF FUNCTIONING LATRINES AVAILABLE SO THAT STUDENTS DO NOT HAVE TO WAIT AN EXCESSIVE AMOUNT OF TIME TO USE THEM. DISAGGREGATED BY GENDER OF SCHOOL.

Table 20e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	25%	25%	25%
Somewhat true	50%	75%	50%
very true	25%	0%	25%

TABLE 21A. Q28. LATRINES ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 21a	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	0%	23%	20%
Somewhat true	100%	77%	40%
very true	0%	0%	40%

TABLE 21B. Q28. LATRINES ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY LOCALITY.

Table 21b.	Rural (N=11)	Urban (N=13)
Not at all true	27%	8%
Somewhat true	73%	77%
very true	0%	15%

TABLE 21C. Q28. LATRINES ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY GEOGRAPHY.

Table 21c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	25%	10%	17%
Somewhat true	63%	90%	67%
very true	13%	0%	17%

TABLE 21D. Q28. LATRINES ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY SCHOOL LEVEL.

Table 21d.	Primary (N=11)	Secondary (N=13)
Not at all true	18%	15%
Somewhat true	64%	85%
very true	18%	0%

TABLE 21E. Q28. LATRINES ARE SAFE AND IN GOOD REPAIR. DISAGGREGATED BY GENDER OF SCHOOL.

Table 21e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	13%	25%
Somewhat true	88%	88%	50%
very true	0%	0%	25%

TABLE 22A. Q29. LATRINES AND SINKS ARE CLEAN AND SANITARY. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 22a	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	0%	31%	20%
Somewhat true	100%	69%	40%
very true	0%	0%	40%

TABLE 22B. Q29. LATRINES AND SINKS ARE CLEAN AND SANITARY. DISAGGREGATED BY LOCALITY.

Table 22b.	Rural (N=11)	Urban (N=13)
Not at all true	27%	15%
Somewhat true	73%	69%
very true	0%	15%

TABLE 22C. Q29. LATRINES AND SINKS ARE CLEAN AND SANITARY. DISAGGREGATED BY GEOGRAPHY.

Table 22c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	25%	20%	17%
Somewhat true	63%	80%	67%
very true	13%	0%	17%

TABLE 22D. Q29. LATRINES AND SINKS ARE CLEAN AND SANITARY. DISAGGREGATED BY SCHOOL LEVEL.

Table 22d.	Primary (N=11)	Secondary (N=13)
Not at all true	27%	15%
Somewhat true	55%	85%
very true	18%	0%

TABLE 22E. Q29. LATRINES AND SINKS ARE CLEAN AND SANITARY. DISAGGREGATED BY GENDER OF SCHOOL.

Table 22e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	13%	25%	25%
Somewhat true	88%	75%	50%
very true	0%	0%	25%

TABLE 23. AVAILABILITY OF FACILITIES AND RESOURCES (N=24).

	Students have adequate space to work without being disturbed by others	Available community spaces such as libraries and resource rooms	A variety of instructional learning materials available in school (e.g. classroom, resource room)	Students each have sufficient space to work	Students each have a chair or bench to sit on while working	Appropriate size desks/chairs and/or tables/benches available for all students
Not at all true	0%	17%	17%	4%	0%	0%
Somewhat true	75%	42%	38%	38%	38%	46%
Very true	25%	42%	46%	58%	63%	54%

The following three sets of tables break down three of the observations in Table 23 further into the five categories.

TABLE 24A. Q34. AVAILABLE COMMUNITY SPACES SUCH AS LIBRARIES AND RESOURCE ROOMS. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 24a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	33%	15%	0%
Somewhat true	50%	38%	40%
Very true	17%	46%	60%

TABLE 24B. Q34. AVAILABLE COMMUNITY SPACES SUCH AS LIBRARIES AND RESOURCE ROOMS. DISAGGREGATED BY LOCALITY.

Table 24b.	Rural (N=11)	Urban (N=13)
Not at all true	18%	15%
Somewhat true	55%	31%
Very true	27%	54%

TABLE 24C. Q34. AVAILABLE COMMUNITY SPACES SUCH AS LIBRARIES AND RESOURCE ROOMS. DISAGGREGATED BY GEOGRAPHY.

Table 24c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	38%	10%	0%
Somewhat true	38%	20%	83%
Very true	25%	70%	17%

TABLE 24D. Q34. AVAILABLE COMMUNITY SPACES SUCH AS LIBRARIES AND RESOURCE ROOMS. DISAGGREGATED BY SCHOOL LEVEL.

Table 24d.	Primary (N=11)	Secondary (N=13)
Not at all true	27%	8%
Somewhat true	27%	54%
Very true	45%	38%

TABLE 24E. Q34. AVAILABLE COMMUNITY SPACES SUCH AS LIBRARIES AND RESOURCE ROOMS. DISAGGREGATED BY GENDER OF SCHOOL.

Table 24e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	25%	0%	25%
Somewhat true	50%	50%	25%
Very true	25%	50%	50%

TABLE 25A. Q35. A VARIETY OF INSTRUCTIONAL LEARNING MATERIALS AVAILABLE IN SCHOOL (E.G. CLASSROOM, RESOURCE ROOM). DISAGGREGATED BY TYPE OF INTERVENTION.

Table 25a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	33%	8%	20%
Somewhat true	33%	46%	20%
Very true	33%	46%	60%

TABLE 25B. Q35. A VARIETY OF INSTRUCTIONAL LEARNING MATERIALS AVAILABLE IN SCHOOL (E.G. CLASSROOM, RESOURCE ROOM). DISAGGREGATED BY LOCALITY.

Table 25b.	Rural (N=11)	Urban (N=13)
Not at all true	9%	23%
Somewhat true	55%	23%
Very true	36%	54%

TABLE 25C. Q35. A VARIETY OF INSTRUCTIONAL LEARNING MATERIALS AVAILABLE IN SCHOOL (E.G. CLASSROOM, RESOURCE ROOM). DISAGGREGATED BY GEOGRAPHY.

Table 25c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	25%	10%	17%
Somewhat true	38%	20%	67%
Very true	38%	70%	17%

TABLE 25D. Q35. A VARIETY OF INSTRUCTIONAL LEARNING MATERIALS AVAILABLE IN SCHOOL (E.G. CLASSROOM, RESOURCE ROOM). DISAGGREGATED SCHOOL LEVEL.

Table 25d.	Primary (N=11)	Secondary (N=13)
Not at all true	9%	23%
Somewhat true	36%	38%
Very true	55%	38%

TABLE 25E. Q35. A VARIETY OF INSTRUCTIONAL LEARNING MATERIALS AVAILABLE IN SCHOOL (E.G. CLASSROOM, RESOURCE ROOM). DISAGGREGATED GENDER OF SCHOOL.

Table 25e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	25%	13%	13%
Somewhat true	38%	38%	38%
Very true	38%	50%	50%

TABLE 26A. Q44. APPROPRIATE SIZE DESKS/CHAIRS AND/OR TABLES/BENCHES AVAILABLE FOR ALL STUDENTS. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 26a.	Expansion schools (Fast Tracks) (N=6)	Expansion schools	New schools (N=5)
Not at all true	0%	0%	0%
Somewhat true	50%	62%	0%
Very true	50%	38%	100%

TABLE 26B. Q44. APPROPRIATE SIZE DESKS/CHAIRS AND/OR TABLES/BENCHES AVAILABLE FOR ALL STUDENTS. DISAGGREGATED BY LOCALITY.

Table 26b.	Rural (N=11)	Urban (N=13)
Not at all true	0%	0%
Somewhat true	55%	38%
Very true	45%	62%

TABLE 26C. Q44. APPROPRIATE SIZE DESKS/CHAIRS AND/OR TABLES/BENCHES AVAILABLE FOR ALL STUDENTS. DISAGGREGATED BY GEOGRAPHY.

Table 26c.	North (N=8)	Central (N=10)	South (N=6)
Not at all true	0%	0%	0%
Somewhat true	63%	60%	0%
Very true	38%	40%	100%

TABLE 26D. APPROPRIATE SIZE DESKS/CHAIRS AND/OR TABLES/BENCHES AVAILABLE FOR ALL STUDENTS. DISAGGREGATED BY SCHOOL LEVEL.

Table 26d.	Primary (N=11)	Secondary (N=13)
Not at all true	0%	0%
Somewhat true	55%	38%
Very true	45%	62%

TABLE 26E. APPROPRIATE SIZE DESKS/CHAIRS AND/OR TABLES/BENCHES AVAILABLE FOR ALL STUDENTS. DISAGGREGATED BY GENDER OF SCHOOL.

Table 26e.	Boys (N=8)	Girls (N=8)	Mixed (N=8)
Not at all true	0%	0%	0%
Somewhat true	63%	38%	38%
Very true	38%	63%	63%

TEACHER SURVEYS RESULTS

The following tables are select results from the teacher surveys. These results are presented here while others are presented in the body of the assessment report. The results have been disaggregated by five categories: gender of school (male, female, mixed), locality (rural, urban), geography (north, central, south), school level (primary or secondary), and type of intervention (expansion or new school). See Annex III for the checklist. For analyses of additional survey questions not included here or for further disaggregation by categories not included here, the information will be made upon request.

TABLE 1. Q6. IN THE LAST SEMESTER, I WAS ABSENT FROM SCHOOL. (N=69)

Table 1.	
Less than 5 days	81%
Less than 12 days, but more than 5 days	17%
More than 12 days	0%
More than 25 days	1%

TABLE 2. Q48. IN GENERAL, I HAVE A POSITIVE PERCEPTION OF THE CHANGES IN THIS SCHOOL. (N=69)

Table 2.	
Strongly disagree	12%
Disagree	7%
Agree	49%
Strongly agree	32%

TABLE 3A. Q35. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY SCHOOL LEVEL. (N=69)

Table 3a.	Primary (N=30)	Secondary (N=39)
Strongly disagree	43%	38%
Disagree	37%	36%
Agree	17%	26%
Strongly agree	3%	0%

TABLE 3B. Q35. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY GENDER OF SCHOOL. (N=69)

Table 3b.	Female (N=18)	Male (N=24)	Mixed (N=27)
Strongly disagree	33%	50%	37%
Disagree	33%	21%	52%
Agree	33%	25%	11%
Strongly agree	0%	4%	0%

TABLE 3C. Q35. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY LOCALITY. (N=69)

Table 3c.	Rural (N=33)	Urban (N=36)
Strongly disagree	52%	31%
Disagree	30%	42%
Agree	15%	28%
Strongly agree	3%	0%

TABLE 3D. Q35. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY TYPE OF INTERVENTION. (N=69)

Table 3d.	Expansion FAST TRACK (N=18)	Expansion NON-FAST TRACK (N=36)	NEW schools (N=15)
Strongly disagree	39%	42%	40%
Disagree	28%	42%	33%
Agree	28%	17%	27%
Strongly agree	6%	0%	0%

TABLE 4A. Q36. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND. DISAGGREGATED BY SCHOOL LEVEL.

Table 4a.	Primary (N=30)	Secondary (N=39)
Strongly disagree	10%	3%
Disagree	10%	5%
Agree	50%	41%
Strongly agree	30%	51%

TABLE 4B. Q36. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND. DISAGGREGATED BY GENDER OF SCHOOL.

Table 4b.	Female (N=18)	Male (N=24)	Mixed (N=27)
Strongly disagree	11%	0%	7%
Disagree	17%	4%	4%
Agree	28%	58%	44%
Strongly agree	44%	38%	44%

TABLE 4C. Q36. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND. DISAGGREGATED BY LOCALITY.

Table 4c.	Rural (N=33)	Urban (N=36)
Strongly disagree	9%	3%
Disagree	9%	6%
Agree	39%	50%
Strongly agree	42%	42%

TABLE 4D. Q36. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND. DISAGGREGATED BY TYPE OF INTERVENTION.

Table 4d.	Expansion FAST TRACK (N=18)	Expansion NON-FAST TRACK (N=36)	NEW schools (N=15)
Strongly disagree	0%	8%	7%
Disagree	11%	8%	0%
Agree	44%	39%	60%
Strongly agree	44%	44%	33%

TABLE 5A. Q42. PHYSICAL CHANGES TO THIS SCHOOL ENVIRONMENT HAVE HELPED REDUCE INCIDENTS OF VIOLENCE AT THIS SCHOOL. DISAGGREGATED BY SCHOOL LEVEL.

Table 5a.	Primary (N=30)	Secondary (N=39)
Strongly disagree	3%	13%
Disagree	20%	10%
Agree	63%	67%
Strongly agree	13%	10%

TABLE 5B. Q42. PHYSICAL CHANGES TO THIS SCHOOL ENVIRONMENT HAVE HELPED REDUCE INCIDENTS OF VIOLENCE AT THIS SCHOOL. DISAGGREGATED BY GENDER OF SCHOOL.

Table 5b.	Female (N=18)	Male (N=24)	Mixed (N=27)
Strongly disagree	11%	13%	4%
Disagree	17%	8%	19%
Agree	67%	63%	67%
Strongly agree	6%	17%	11%

TABLE 5C. Q42. PHYSICAL CHANGES TO THIS SCHOOL ENVIRONMENT HAVE HELPED REDUCE INCIDENTS OF VIOLENCE AT THIS SCHOOL. DISAGGREGATED BY LOCALITY.

Table 5c.	Rural (N=33)	Urban (N=36)
Strongly disagree	12%	6%
Disagree	18%	11%
Agree	52%	78%
Strongly agree	18%	6%

TABLE 5D. Q42. PHYSICAL CHANGES TO THIS SCHOOL ENVIRONMENT HAVE HELPED REDUCE INCIDENTS OF VIOLENCE AT THIS SCHOOL. DISAGGREGATED BY INTERVENTION TYPE.

Table 5d.	Expansion FAST TRACK (N=18)	Expansion NON-FAST TRACK (N=36)	NEW schools (N=15)
Strongly disagree	0%	17%	0%
Disagree	6%	22%	7%
Agree	83%	47%	87%
Strongly agree	11%	14%	7%

TABLE 6A. Q46. PHYSICAL CHANGES TO MY SCHOOL ENVIRONMENT (SUCH AS NEW CLASSROOMS, NEW DESKS, LATRINES) HAVE HELPED STUDENTS TO PERFORM BETTER IN THEIR CLASSES. DISAGGREGATED BY SCHOOL LEVEL.

Table 6a.	Primary (N=30)	Secondary (N=39)
Strongly disagree	17%	18%
Disagree	10%	13%
Agree	50%	44%
Strongly agree	23%	26%

TABLE 6B. Q46. PHYSICAL CHANGES TO MY SCHOOL ENVIRONMENT (SUCH AS NEW CLASSROOMS, NEW DESKS, LATRINES) HAVE HELPED STUDENTS TO PERFORM BETTER IN THEIR CLASSES. DISAGGREGATED BY GENDER OF SCHOOL.

Table 6b.	Female (N=18)	Male (N=24)	Mixed (N=27)
Strongly disagree	17%	21%	15%
Disagree	22%	13%	4%
Agree	28%	46%	59%
Strongly agree	33%	21%	22%

TABLE 6C. Q46. PHYSICAL CHANGES TO MY SCHOOL ENVIRONMENT (SUCH AS NEW CLASSROOMS, NEW DESKS, LATRINES) HAVE HELPED STUDENTS TO PERFORM BETTER IN THEIR CLASSES. DISAGGREGATED BY LOCALITY.

Table 6c.	Rural (N=33)	Urban (N=36)
Strongly disagree	21%	14%
Disagree	6%	17%
Agree	52%	42%
Strongly agree	21%	28%

TABLE 6D. Q46. PHYSICAL CHANGES TO MY SCHOOL ENVIRONMENT (SUCH AS NEW CLASSROOMS, NEW DESKS, LATRINES) HAVE HELPED STUDENTS TO PERFORM BETTER IN THEIR CLASSES. DISAGGREGATED BY INTERVENTION TYPE.

Table 6d.	Expansion FAST TRACK (N=18)	Expansion NON- FAST TRACK (N=36)	NEW schools (N=15)
Strongly disagree	22%	19%	7%
Disagree	11%	8%	20%
Agree	50%	44%	47%
Strongly agree	17%	28%	27%

STUDENT SURVEY RESULTS

The following tables are select results from the student surveys. These results are presented here while others are presented in the body of the assessment report. The results have been disaggregated by five categories: gender of school (male, female, mixed), locality (rural, urban), geography (north, central, south), school level (primary or secondary), and type of intervention (expansion or new school). See Annex III for the checklist. For analyses of additional survey questions not included here or for further disaggregation by categories not included here, the information will be available upon request.

TABLE 1. Q6. WHAT GRADES DO YOU USUALLY GET? DISAGGREGATED BY GENDER OF SCHOOL.

Table 1.	Female	Male	Mixed
Mostly poor/failing	0	9	0
Mostly fair	45	48	39
Mostly average	103	136	144
Mostly excellent	132	167	197

TABLE 2. Q7. IN THE LAST SEMESTER, I WAS ABSENT FROM SCHOOL... DISAGGREGATED BY GENDER OF SCHOOL.

Table 2.		Female	Male	Mixed
1	Less than 5 days	200	291	330
2	Less than 12 days, but more than 5 days	75	62	43
3	More than 12 days	4	6	5
4	More than 25 days	1	1	3

TABLE 3. Q18. TEACHERS USE DIFFERENT TEACHING METHODS IN THE CLASS (LIKE LECTURING OR ASKING STUDENTS TO COMPLETE PROJECTS). DISAGGREGATED BY INTERVENTION TYPE.

Table 3a.	New (N=240)	Expansion – non-fast track (N=498)	Fast Track (N=281)
Strongly disagree	7%	8%	6%
Disagree	7%	9%	5%
Agree	39%	47%	45%
Strongly agree	48%	35%	44%

TABLE 4A. Q27. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY SCHOOL LEVEL. (N=1018)

Table 4.	Primary (N=435)	Secondary (N=583)
Strongly disagree	20%	15%
Disagree	18%	13%
Agree	20%	26%
Strongly agree	42%	47%

TABLE 4B. Q27. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY LOCALITY. (N=1018)

Table 4b.	Rural (N=417)	Urban (N=601)
Strongly disagree	18%	16%
Disagree	11%	18%
Agree	21%	25%
Strongly agree	49%	41%

TABLE 4C. Q27. SOME STUDENTS AT THIS SCHOOL ARE TREATED BETTER THAN OTHERS BY TEACHERS AND SCHOOL STAFF. DISAGGREGATED BY INTERVENTION TYPE. (N=1018).

Table 4c.	EXPANSION	EXPANSION	NEW
Row Labels	FAST TRACK		
Strongly disagree	8%	22%	18%
Disagree	13%	14%	19%
Agree	26%	21%	25%
Strongly agree	53%	43%	38%

TABLE 5A. Q28. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND (OR OF BEING MINORITIES). DISAGGREGATED BY SCHOOL LEVEL (N=1017).

Table 5a.	Primary (N=434)	Secondary (N=583)
Strongly disagree	22%	22%
Disagree	13%	12%
Agree	32%	33%
Strongly agree	33%	33%

TABLE 5B. Q28. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND (OR OF BEING MINORITIES). DISAGGREGATED BY GENDER OF SCHOOL (N=1017).

Table 5b.	Female (N=280)	Male (N=360)	Mixed (N=377)
Strongly disagree	13%	37%	13%
Disagree	12%	14%	11%
Agree	40%	24%	35%
Strongly agree	35%	25%	40%

TABLE 5C. Q28. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND (OR OF BEING MINORITIES). DISAGGREGATED BY LOCALITY (N=1017).

Table 5c.	Rural (N=418)	Urban (N=599)
Strongly disagree	21%	22%
Disagree	13%	12%
Agree	33%	32%
Strongly agree	33%	34%

TABLE 5D. Q28. TEACHERS ARE COMMITTED TO TEACH ALL STUDENTS EQUALLY REGARDLESS OF THEIR ETHNIC BACKGROUND (OR OF BEING MINORITIES). DISAGGREGATED BY TYPE OF INTERVENTION (N=1017).

Table 5d.	EXPANSION- Fast track (N=281)	Expansion – non-fast track (N=498)	NEW schools (N=238)
Strongly disagree	20%	19%	28%
Disagree	8%	13%	17%
Agree	37%	34%	24%
Strongly agree	35%	34%	31%