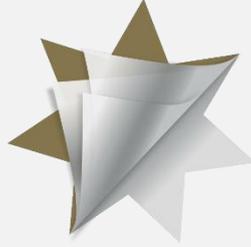




Final Report

Evaluation of the Teach Like a Champion Programme علم بثقة
Submitted to Queen Rania Teachers Academy (QRTA)



QUEEN RANIA TEACHER ACADEMY
أكاديمية الملكة رانيا لتدريب المعلمين

Submitted by Edvise ME
on 2nd of June, 2022

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ACRONYMS

TLaC	Teach Like a Champion
QRTA	Queen Rania Teacher Academy
ESP	Education Strategic Plan
FGD	Focus Group Discussions
KII	Key Informant Interviews
MoE	Ministry of Education
UAE	United Arab Emirates

SECTION 1: EXECUTIVE SUMMARY

The “Teach Like a Champion” (TLaC) Program (بتقّة علم) is one of the various programs provided by QRTA for teachers to equip them with the knowledge, skills, and support necessary to enhance their quality of teaching and the effectiveness in managing their classrooms. This professional development program was developed based on the Teach Like A Champion book and has evolved since then to its second edition. The book was translated to Arabic and the training content and supplementary materials were developed by QRTA in Arabic and according to what is suitable and relevant to the education system in Jordan and the region. Educators, including teachers, principals, supervisors, counsellors in both private and public schools in several countries in the region including Jordan, Palestine, Kuwait, Kingdom of Saudi Arabia, the United Arab Emirates (UAE), Oman, and Sudan, have received training on the TLaC program (علم بتقّة) since 2013. More specifically, the program has thus far reached a total of 4,853 educators in Jordan and a 1,380 outside of Jordan.

Queen Rania Teacher Academy (QRTA), cognizant of the importance and value of having projects externally evaluated, has commissioned Edvise ME to validate the underlying assumption that the TLaC program (علم بتقّة) promotes change in the teaching and learning practices among teachers and students and creates a positive culture inside and outside the classroom if acquired practices from the TLaC program (علم بتقّة) were applied in a structured, effective, and sustainable manner.

The scope of the evaluation focused on the following four criteria; relevance, effectiveness, impact and sustainability. The Evaluation Team developed an evaluation matrix, with specific main and sub-evaluation questions, set against the four criteria. The methodology was based on a mixed-method approach where means of data collection included both quantitative and qualitative means. The methodology included conducting the following:



Extensive literature review



Key Informant Interviews (KII) with QRTA and the Ministry of Education (MoE)



KII's with principals



Focus Group Discussions (FGD's) with teachers and students



Classroom observations

Once raw data was collected, cleaned, and identified by data source, it was organised according to each sub-question in the evaluation matrix. Each set of data was **analysed** separately, and patterns in responses were identified per evaluation criteria. Although the Evaluation Team identified a few limitations to the evaluation- such as the small sample of schools visited and consequently limited number of participants in the qualitative data collection, the Team confirms the limitations do

not affect the credibility of the evaluation and its findings since this was mitigated by the survey that was completed by the trained teachers.

Main Finding



In terms of findings and conclusions, the evaluation found the TLaC program (علم بثقة) a successful teacher training program that has extensive accomplishments and strengths which need to be leveraged for further expansion and reach to more schools and educators in Jordan and the region.

1 Relevance

More specifically, the Evaluation Team concludes the TLaC program (علم بثقة) to be **relevant to the context; the evaluation was on a sample in Jordan but findings reflect those of TLaC as a whole** - regardless of type of school, grade or subject; due to it intentionally not being built on any particular curriculum but more generally focuses on:



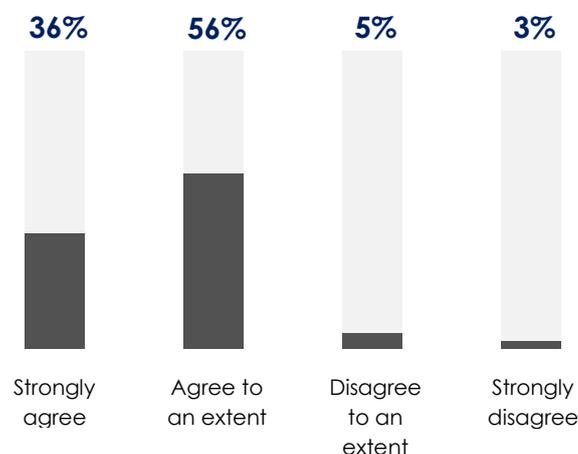
Practices toward better classroom management



Positive classroom culture

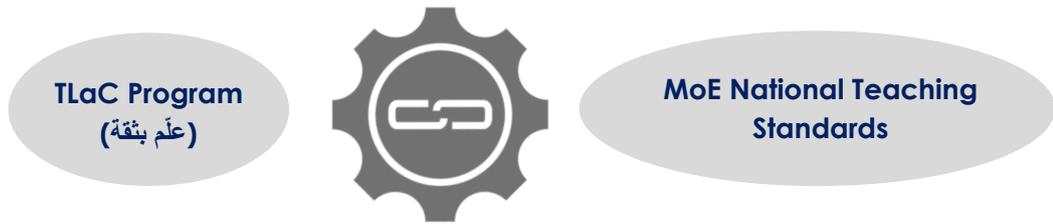
The evaluation found substantial and triangulated evidence that the learned **practices and techniques are simple, practical and applicable**- keeping in mind the various environmental factors that help enable (or disable) teachers better apply the learned techniques. Survey respondents agreed that the training was suitable for the Jordanian context and curriculum; 92% either agreed to an extent or strongly agreed, as illustrated in the diagram below.

Graph 1: The Training was Suitable for the Jordanian Context and Curriculum



The Evaluation Team found that the program and its content is **consistent with QRTA's strategic and programmatic priorities**. This finding was reached through the review of QRTA's strategy documents that articulates QRTA's strategic direction and program approaches and was confirmed through the KII's with representatives from QRTA.

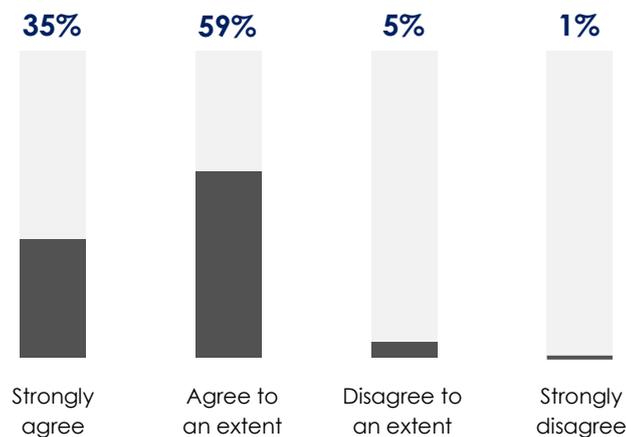
Moreover, the Evaluation Team found **the program extremely relevant to teachers' needs** as it introduces trainees to techniques and practices that are perceived as necessary;



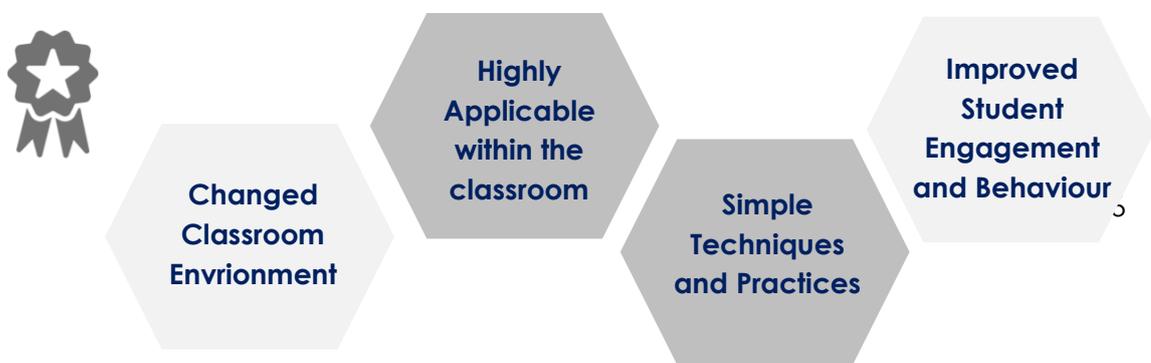
*This is confirmed by the **high synergy found between the TLaC and the MoE National Teaching Standards**; particularly under the areas focused on Academic and Pedagogical Knowledge, Learning and Teaching and Learning Environment.*

When survey respondents were asked if the training content is relevant to their professional development needs in terms of teaching techniques and classroom management; the majority "strongly Agreed" and "agreed to an extent". As demonstrated in the graph below

Graph 2: The Training is relevant to your professional development needs in terms of teaching techniques and classroom management

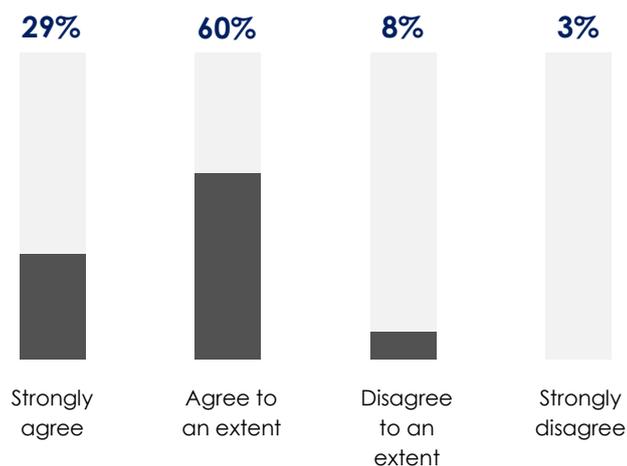


The Evaluation Team found that the techniques and practices that the training focuses on are **highly applicable within the classroom**. Teachers can introduce simple techniques and changed practices to their classroom environment that can have important effects on student behaviour and engagement.



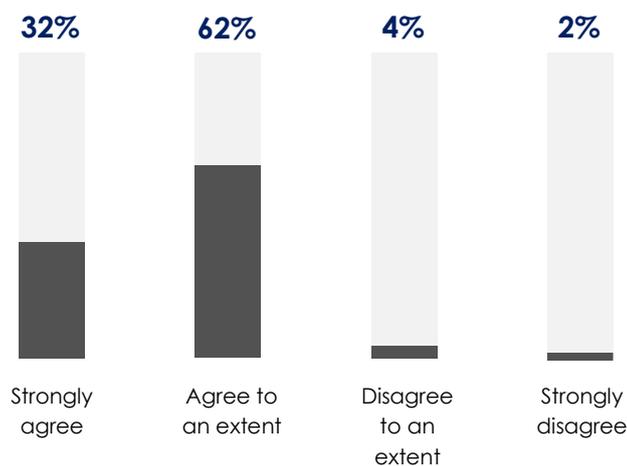
As shown in the graph below, survey respondents also considered the training realistic and applicable. When they were asked if the training is realistic and applicable, an overwhelming 89% of respondents “strongly agreed” or “agreed to an extent”. Only 11% disagreed.

Graph 3: The training is realistic and applicable in the classroom



the answers of the survey respondents provides evidence of the training being applicable. As the graph below shows; 94% either “strongly agreed” or “agreed to an extent. the majority (62%) “agreed to an extent”

Graph 4: I was able to apply what I learned in improving my classroom management



2

Effectiveness

6,233

Beneficiaries

Until
2021

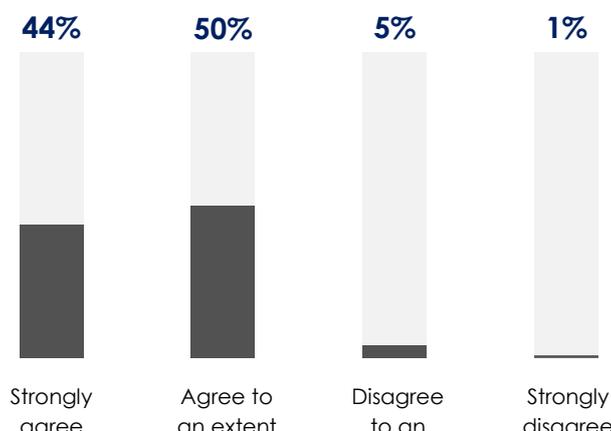
Beyond relevance, the evaluation concludes that the TLAC (علم بثقة) program **succeeded in achieving its set objectives** in terms of reach as well as the quality of the training provided. In terms of reach; and according to QRTA's agreements with its several donors towards the TLAC program (علم بثقة), all of the **agreed upon targets have been achieved**. The TLAC cumulative number of beneficiaries **reached until 2021 is 6,233 both locally and regionally**. So in terms of reach, the program was successful in reaching both public and private schools in Jordan and within the region, training a diverse group of teachers from different backgrounds and different levels of experience.

In terms of quality, the Evaluation Team found that the TLAC program (علم بثقة) has been **effective in building trainees' knowledge and skills** in order for them to implement the techniques and practices that the program focuses on. Furthermore, the evaluation concludes that the program has the ability to **influence classroom culture** through improving teachers' ability to more **effectively manage the classroom, both from an academic and behavioral** perspective. The collected data verifies that the program equips teachers with the necessary knowledge and skills that lead to improvement in the overall classroom environment- specifically in teachers' confidence, students' well-being and the positive relationships established between teachers and their students- which is substantial impact achieved by the program.

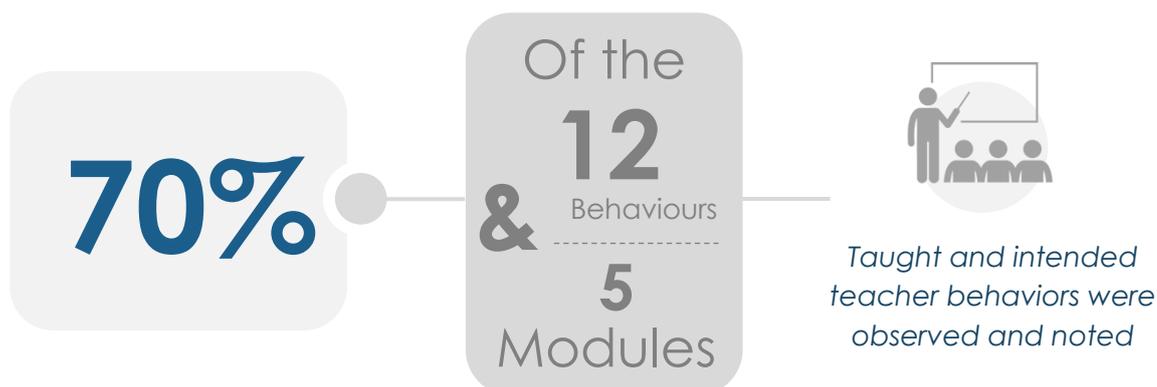


When survey respondents were asked if the training was effective in increasing their practical knowledge in teaching techniques and classroom management, the majority (50%) "agreed to an extent" and (40%) "strongly agreed." The below graph shows the distribution of responses

Graph 5: The training is effective in increasing your practical knowledge in teaching techniques and classroom management



Moreover, the classroom observations showed that **many of the taught and intended teacher behaviors were observed and noted**; 70% of the total 12 number of behaviors that were assessed across all 5 modules had been applied. Those observations are very **strong confirmation of the acquisition (and obviously application) of the observed practices**. The Evaluation Team expects that the observed are fewer than those gained or acquired.



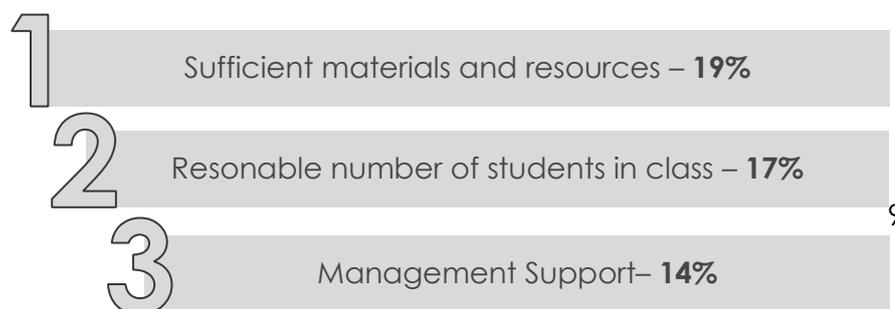
The Evaluation Team found that evidence was conclusive regarding the quality of the TLaC training (علم بثقة) being high, as highlighted in the table below

Table 1: Rate the last TLaC course you attended from 1-5

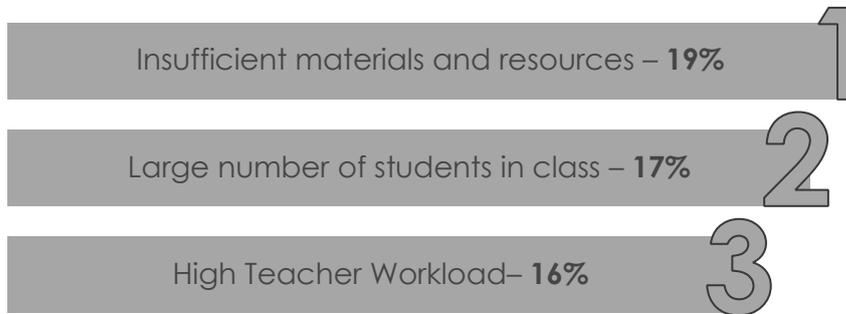
Ratings	1	2	3	4	5
Rate the overall quality	2%	1%	22%	39%	36%
Rate the material and content	2%	5%	15%	38%	40%
Rate the competency of the trainer	2%	1%	13%	34%	49%

The Evaluation Team, despite the general agreement that the learned techniques and practices are simple and applicable, compiled and summarized factors that are considered enablers (or disablers) for the teachers to execute the learned techniques.

Graph 6: ENABLERS- In your opinion what are the factors that support teachers to apply their new skills?



Graph 7: DISABLERS- In your opinion, what are the factors that restrict teachers from applying their new skills?



The Evaluation Team, through the analysis of all data collected, was able to compile the following factors influencing the achievement of the program results and objectives:

Table 2: Supporting and Non-Supporting Factors

Supporting Factors	Non-Supporting Factors
The program focuses on simple and practical techniques and practices that are viewed applicable	The program reached individual teachers and not whole schools and therefore, the effectiveness/impact could be more limited
The program is not curriculum-focused (not specific to subject or grade) and therefore, flexible and relevant to all teachers	There is no follow-up with the trained teachers upon the completion of the training (no provision of mentorship, observation, follow-up support)
The application of the learned techniques and practices does not require extensive infrastructure, technology or resources	The program contributes to promotion as teachers accumulate training hours in their portfolio, however the training program as a whole is not accredited and therefore does not contribute to teacher promotion through the ranks.

<p>Teachers are provided with the necessary materials and resources (toolkit) to specifically apply the techniques and practices learned throughout the program.</p>	<p>Sessions are held after school hours for a long duration of time.</p>
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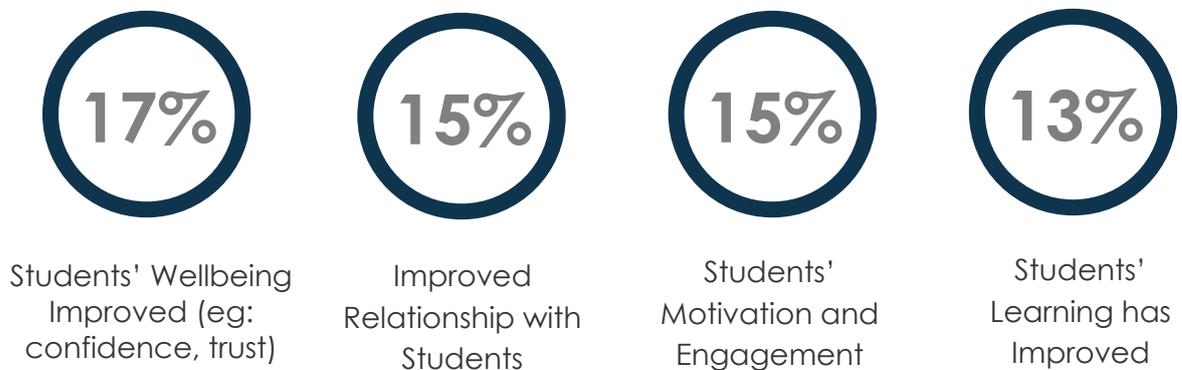
The Evaluation Team recognizes QRTA's **quick and efficient response to the pandemic** and the associated closures and restrictions which lead to the development of an online module specifically focused on developing trainees' skills in managing virtual classrooms, objectives of this module include:

- Helping teachers connect to their current classroom practices and harness the power of these techniques to **make their teaching better**
- Helping teachers **managing their online lessons** and classrooms academically and behaviorally using effective and applicable techniques

3 Impact:

The Evaluation Team concluded that the program has the ability to make a **substantial difference in classroom management skills of its trainees**, however, their ability to apply the learned techniques and practices to a large extent dependent upon the environment and surrounding factors that have been indicated as important factors. Some of the most highly mentioned **"changes" in the classroom that teachers have indicated the training helped them achieve** are:

Graph 8: What changes did you notice in the classroom/ school?



4

Sustainability:



Regarding sustainability, the evaluation concludes that although the program might have **long-lasting sustainable impact**, there is a need for more intentional planning toward sustainability. It is difficult for the MoE to take ownership of and sustain primarily due to its limited financial and technical ability to properly institutionalize and maintain the quality as it is now delivered by QRTA but planning towards that is necessary. Therefore, there is a **need for the development of a sustainability roadmap that identifies the organizational, technical and financial requirements to achieving key institutionalization** and sustainability milestones with the involvement of the relevant stakeholders and partners.

The Evaluation Team compiled and summarized the collected strengths, weaknesses, opportunities and threats mainly through the conducted interviews with the QRTA and MoE representatives

Strengths

- Techniques are practical and simple to implement
- The course is very entertaining and engaging
- The trainers are very capable, exceptional trainers
- The program offers solutions to individual problems teachers may face in class
- Program allows teachers to achieve their professional development needs
- The program provides teachers with a holistic approach to improving the overall educational experience
- The program targets teachers of all grades and all subjects and is not specific to any curriculum

Weaknesses

- The videos do not reflect Jordan's context
- The lack of follow-up with the trainees after the completion of the training (no on-the-job support, mentoring, etc)

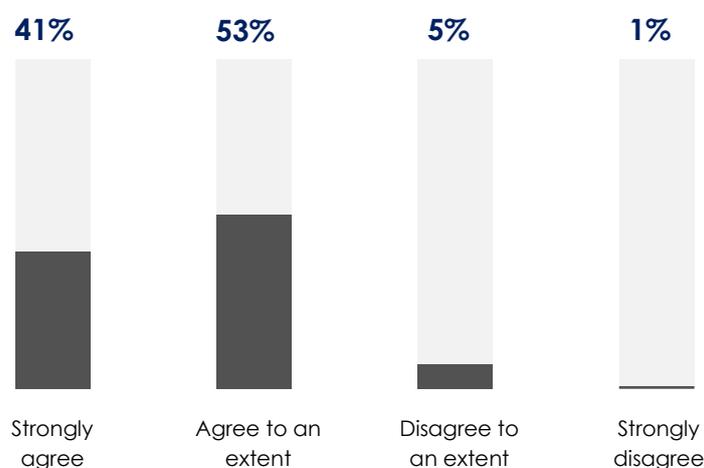
Opportunities

- The program implementation approach can be tailored to target whole schools
- The program can be delivered to paying clients and enable QRTA reach more school in the public sector
- The program can become accredited and count toward promotion within teacher ranking system which might make donors more encouraged to fund

In the meantime, and until a transition and/or sustainability roadmap is in place, the program can **broaden the reach of the program and its benefits through the trained teachers since teachers** themselves have stated that transferring knowledge between each other is possible and they believe they are **equipped to transfer the knowledge and skill they have acquired as a result of the training to their peers.**

When respondents were asked if they are able to transfer the knowledge and skills they acquired to their peers, the vast majority (94%) indicated that they either “strongly agreed” or “agreed to an extent”.

Graph 9: I believe I was able to transfer the knowledge and skill you acquired to my peers



Recommendations

Following are the evidence-based recommendations which include a number of recommendations on the technical level and others at the strategic/ systemic level.

Table 3: Technical and Strategic Level Recommendations

	Recommendation
Technical Level: All Schools	1. Produce videos (part of the training content) in Jordan, representing Jordanian teachers in Jordanian schools. The videos can tackle additional challenges/ strategies that could be prevalent and/or specific to the Jordanian context (such as large classroom size, rigid classroom layout, and exceptionally disruptive student behavior).
	<p>2a: Add “post- training” elements to the program such as:</p> <ul style="list-style-type: none"> - Provide practical on-the-job support and mentorship (in the classroom) - Establish communities of practice among teachers and across schools <p>2b: Include in the responsibilities of principals and supervisors to assess teacher performance and teaching through the reflection on the specific trainings received and encouraging the application of the acquired knowledge and skills</p>

	Recommendation
Strategic Level	<p>3a: Develop and deliver a short and targeted training program for principals and supervisors on their crucial leadership role in supporting the trained teachers toward better and more effective application of the learned practices and practices</p> <p>3b: Investing in the development and delivery of the training for principals and supervisors.</p>
	<p>4- Seek accreditation for the program and position it with the donors that are specifically focused on teacher professional development (under the Human Resources Domain in the ESP).</p> <p>-Establish a review process to ensure the continuous development of the training program and institutionalization based on teaching standards that are informed by data and evidence</p>
	<p>5- Develop a business plan to examine the possibility of a model that accommodates more than one work stream (example workstreams below):</p> <ul style="list-style-type: none"> - Example 1: Business-2-Business which in this case is QRTA to private schools and education entities outside Jordan - Example 2: Business-2-Government which in this case is QRTA to MoE <p>The business plan should consider profitability and sustainability and inform QRTA in its decision making.</p>
	<p>6- Invest more strategic effort in marketing and leveraging the experiences of trained teachers (specifically private school teachers) toward more clients from Jordan and the region and consequently generation of higher revenue</p>
	<p>7- Devise a sustainability roadmap that identifies the organizational, technical and financial requirements and offers a detailed plan for achieving main sustainability (and potentially transition/ transfer) milestones with the involvement of the relevant stakeholders and partners.</p> <p>This roadmap should leverage on national level efforts such as the pre-service and in-service teacher training diploma programs.</p>

SECTION 2: CONTEXT AND BACKGROUND

2.1 Background

The “Teach Like a Champion” (TLaC) Program (عَلِّم بِثِقَّة) is one of the various programs provided by QRTA for educators to equip them with the knowledge, skills, and support necessary to enhance their quality of teaching and the effectiveness of their practices in the classrooms. This professional development program was developed based on the Teach Like A Champion book. The TLaC book authored by Doug Lemov, includes thousands of hours of recorded classroom observations of the most effective teachers, it supports teachers with a series of applicable foundational and organizational techniques that have the potential to produce dramatic improvements in students' achievement. QRTA was granted the right of translation for the first edition of the book which includes 49 techniques and the accompanying videos. The book was translated to Arabic and the training content and supplementary materials were developed by QRTA in Arabic and according to what is suitable and relevant to the education system in Jordan and the region. 6,233 Educators, including teachers, principals, supervisors, counsellors in both private and public schools in several countries in the region including Jordan, Palestine, Kuwait, Saudi Arabia, the United Arab Emirates (UAE), Oman, and Sudan, have received training on the TLaC program (عَلِّم بِثِقَّة) since 2013.

Prior to 2018 the TLaC program (عَلِّم بِثِقَّة) (version one) was offered to educators only through face-to-face training and focused on having the trainees understand and acquire eleven techniques that would improve their teaching ability. Since 2018, QRTA has offered the TLaC program (عَلِّم بِثِقَّة) (version two) to K-12 teachers in five modes. After 2020 and in response to the pandemic, the TLaC program (عَلِّم بِثِقَّة) was made available online. The program currently includes five modules from which interested trainees can choose. Those modules are:

1. Check for understanding
2. Ratio
3. Principles of classroom culture
4. Academic ethos
5. Managing virtual classrooms -which was developed in response to schools' lockdown due to COVID-19 pandemic.

The main objectives of the TLaC program (عَلِّم بِثِقَّة) is to equip teachers with pedagogic techniques that aim to achieve the following:

- setting high academic and behavioral expectations for students,
- structuring and delivering high quality lessons to students,
- engaging students in the lessons,
- creating a strong classroom culture,

- building character and trust among students, improving the pace in the classroom, and helping teachers connect to their current classroom practices and harness the power of these techniques to make their teaching better,
- improving current teaching and classroom practices
- managing virtual classrooms both academically and behaviorally.

QRTA, cognizant of the importance and value of having projects externally evaluated, has commissioned Edvise ME to validate the underlying assumption that the TLaC program (علم بثقة) promotes change in the teaching and learning practices among all educators and students and creates a positive culture inside and outside the classroom if acquired practices from the TLaC program (علم بثقة) were applied in a structured, effective, and sustainable manner.

SECTION 3: PURPOSE AND SCOPE OF THE EVALUATION

3.1 Purpose and Objectives

The main purpose of the evaluation is help QRTA validate (or refute) the underlying assumption that the TLaC program (عَلِّم بِثِقَةٍ) promotes change in the teaching and learning practices among all educators and students and creates a positive culture inside and outside the classroom if acquired practices from the TLaC program (عَلِّم بِثِقَةٍ) were applied in a structured, effective, and sustainable manner.

This evaluation focused on Jordan, however findings incorporate those of TLaC as a whole, and has provided the team with the opportunity to examine, document, and identify TLaC program (عَلِّم بِثِقَةٍ) activities that have had a significant impact on teachers and their teaching techniques through the collection and analysis of considerable data, both quantitative and qualitative. Furthermore, the team was able to explore and identify the factors that enable teachers use and implement the learned practices and techniques in their classrooms and consequently what contribute to making the training modules be considered suitable and applicable in Jordan's schools and classrooms.

The evaluation, and through this report, provides QRTA and its partners with evidence-based conclusions concerning the impact of the TLaC program (عَلِّم بِثِقَةٍ) and its contribution to the improvement of the teaching and learning environment in their schools. The Evaluation Team also provides in this report a set of actionable programmatic, and institutional level recommendations to be considered for future programming and delivery of TLaC (عَلِّم بِثِقَةٍ).

3.2 Scope of the Evaluation

The more specific focus of the evaluation was organized around four of the OECD evaluation criteria; relevance, effectiveness, impact and sustainability. Against those four main criteria, the Evaluation Team, collaboratively with the QRTA team, formulated main evaluation and sub-evaluation questions that cover all aspects of the training program.

The main evaluation questions and sub-questions are listed below:

Relevance: Is the TLaC program doing the right thing considering teachers' needs for effective classroom management skills

- Is the program content relevant and consistent with the strategic and programmatic priorities of QRTA?
- Is the content relevant and suitable for the Jordanian culture/ context?
 - Have there been any changes in the context that affects the program's operation?

- To what extent is the program relevant to teacher's needs in terms of improving teaching techniques and classroom management?
 - Are the program techniques relevant and applicable in the school classroom (public and private)?
 - Does it meet the needs and priorities of teachers in the classroom?
- To what extent are the techniques applicable in teachers' working environment/ classrooms/ schools?

Effectiveness: To what extent did the TLaC program succeed in achieving its objectives and results according to the program and QRTA objectives?

- Has the program achieved the set targets and QRTA objectives?
- Does the program's results contribute to QRTA's overall strategic goals of meeting the needs of teachers in Jordan?
- Has the training been effective in building trainees' knowledge of practices? And/or helping them acquire the skills to implement the practices?
 - What was the quality of the training services provided (online vs. offline)?
- What environmental factors are supportive/ enabling teachers to execute the learned techniques? What factors are disablers?
- What were the major factors influencing the achievement (or non-achievement) of the program results or objectives?
 - In terms of content/ delivery approach/ trainers' effectiveness/ duration/ practicality/ tailoring?
 - How is the training announced? What does it cost the trainee? Self-registration versus signed up by administrator?
 - Has there been any unintended results? if so, what are they and what caused them?
- How did the Covid-19 pandemic affect the achievement of the program results and QRTA objectives?

Impact: What difference is the program making in classroom management skills among participating teachers?

- Has the TLaC program resulted in benefiting teachers for being better positioned and equipped to champion classroom management
 - How did the training impact lesson planning and positive culture?
 - How did the training impact the learning environment and student engagement in class?
- Has the program contributed to improving the social and emotional wellbeing of the students?
- Has the TLaC program contributed to establishing a welcoming school environment for the students at school?

Sustainability: Which program benefits are going to last, and why?

- Did the program achieve the intended results?
 - Did it generate any unintended results?

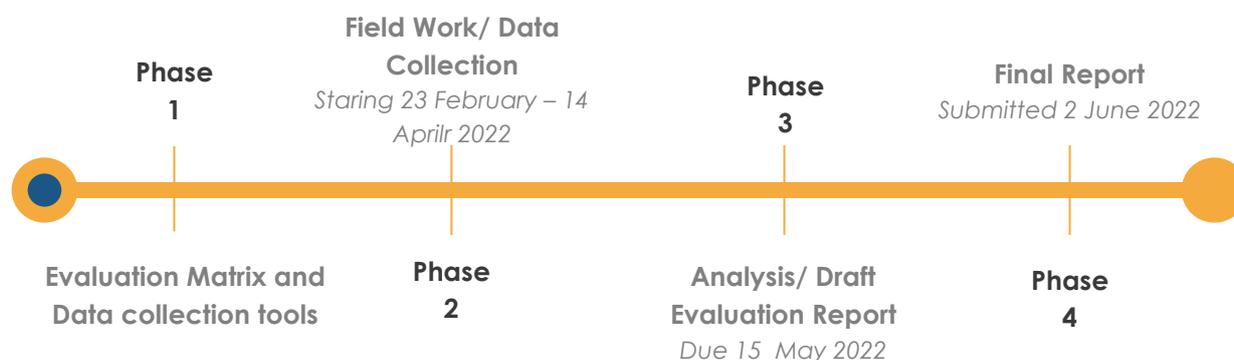
- What are the strengths, weaknesses, opportunities, and threats (SWOT) of the program in terms of long-term viability and sustainability as a professional development program specialized in classroom management?
- To what extent did the TLaC program yield ownership of sustaining the impact of implementing the newly acquired knowledge, and skills by teachers?
- Will the acquired program skills continue to be useful and relevant in the future/ or will they be redundant in the future?

Accordingly, the Evaluation Team organized all questions into an Evaluation Matrix and developed the different data collection tools for the various means of data collection that were agreed on with QRTA.

SECTION 4: EVALUATION METHODOLOGY

4.1 Overview

The evaluation commenced in January 2022 and concluded beginning of June 2022; the details of the phases within the assignment timeline is included below:



Consistent with the above timeline, the Evaluation Team completed the different phases of the evaluation as follows:

Phase I: Edvise ME first conducted consultations with the QRTA team in order to agree on the details of the scope, methodology and implementation and then proceeded with extensive desk research and reviewed all available literature and documents relevant to the TLaC program (علم بثقة). The established understanding of the program and client requirements fed into the development of a comprehensive and sound evaluation matrix (annex 8.5) and data collection tools (annex 8.6).

Phase II: Edvise ME started the data collection phase with conducting the KII's with QRTA and MoE representatives as well as launching the survey. The initial consideration of the collected data allowed for further finetuning of the sampling and data collection tools for the fieldwork which took place during Phase II.

Phase III: As soon as all data collection was completed, Edvise ME organized all collected data and analyzed it toward drawing findings, conclusions and trends with full consideration to key desegregations such as geographic location, gender and type of school (among others). Based on the findings, the Evaluation Team based its recommendations to inform QRTA's future programming and decision making in regard to the program.

4.2 Detailed Methodology

The Evaluation team utilised a mixed-method approach, combining both quantitative and qualitative methods in order to gather information from multiple sources and triangulate the data where possible. Below are the details of the evaluation methodology that was conducted:

4.2.1 Quantitative Data Collection:

An online survey was developed targeting educators who were trained in the TLAc program (علم بثقة) (in both public and private schools) across Jordan. The link to the SurveyMonkey online survey was sent to 49% of the total number of educators that have received the training in Jordan between 2012 and 2021- according to the lists provided by QRTA to the Evaluation Team.

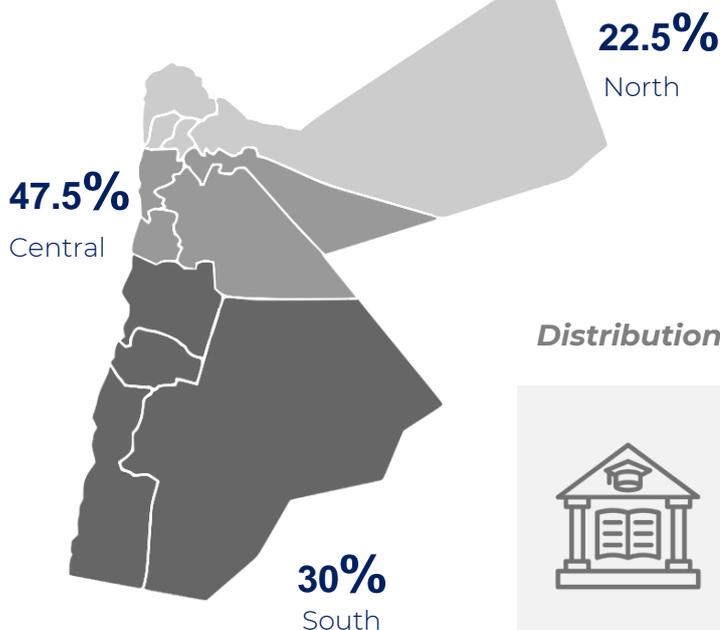
Of the 2,000 total number of educators reached through WhatsApp with the link to the survey, 240 educators responded to the survey (response rate 12%). Below is an overview of the survey respondents:



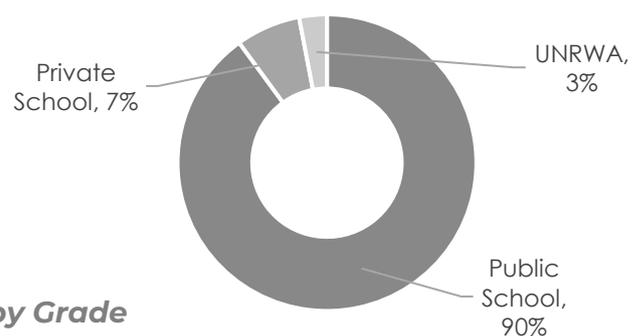
Gender Distribution



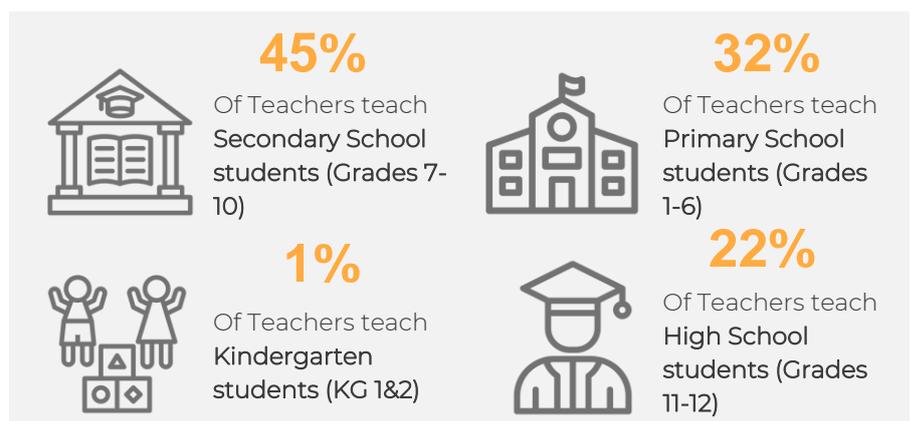
Geographic Distribution



Distribution by School



Distribution by Grade



4.2.2 Qualitative Data Collection:

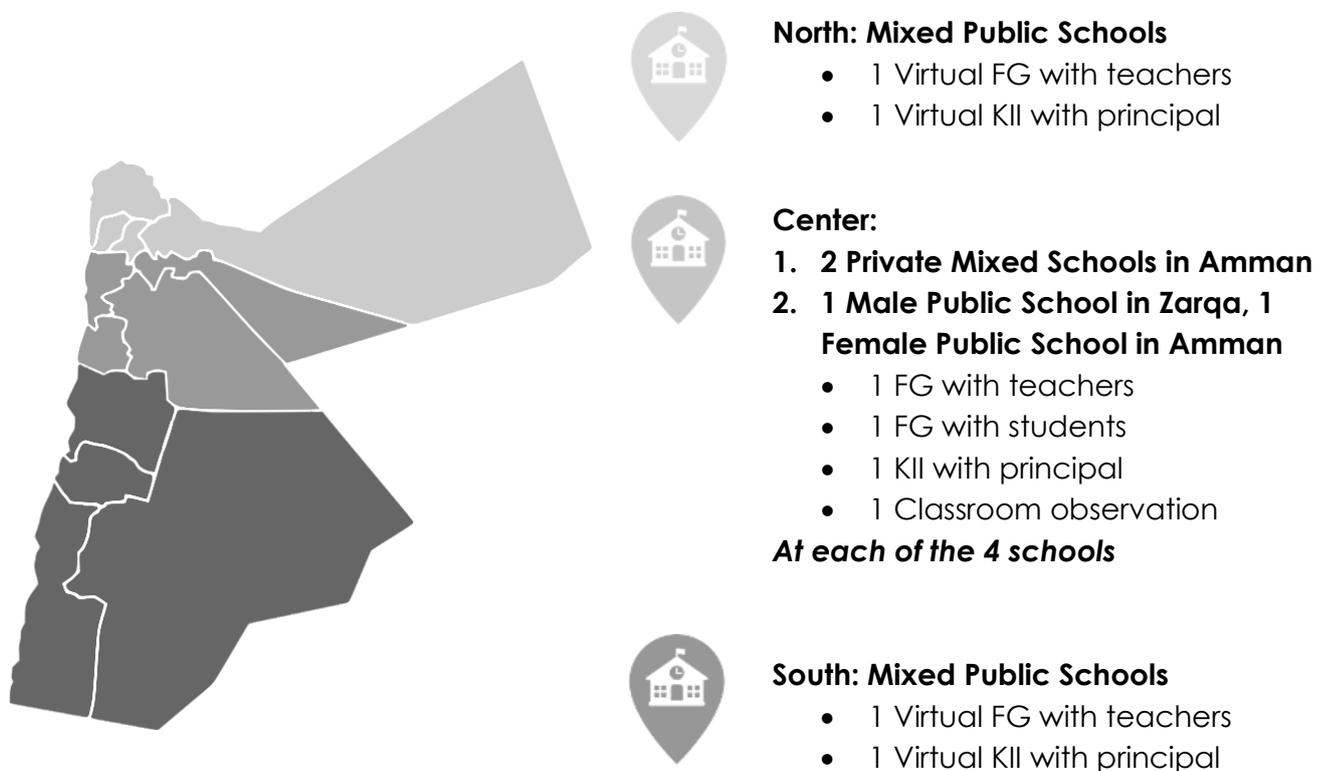
The Evaluation Team collected data from various stakeholders and through various means in order to obtain perspectives and in-depth insight against the set evaluation questions. Below are the details:

Table 4: Qualitative Data Collection Breakdown

Key Informant Interviews (KIIs)	<ul style="list-style-type: none"> • 1 Representative from the Ministry of Education • 3 Representatives from QRTA • 5 School principals*
Focus Group Discussions	<ul style="list-style-type: none"> • 6 FGDs with teachers who received the TLaC training – 38 participants • 3 FGDs with students of trained teachers – a total of 29 participants
Classroom Observations	<ul style="list-style-type: none"> • 4 classroom observations

*The original plan was to interview 6 principals but due to one principal apologizing about participating, the evaluation included 5 KIIs with 5 principals.

Finalizing the sample of schools that will be reached was done in close collaboration with the QRTA team and took into consideration several factors and classifications including gender, type of school (public vs. private), and geographic location (north, centre, south). The data collection in the Center was conducted face-to-face and virtually in the North and the South. The finalised sample was as follows:



4.2.3 Data analysis

In order to comprehensively answer all set evaluation questions and sub-questions, the Evaluation Team reviewed and analysed all collected data. The team also triangulated data- where relevant and possible- pertinent to the same questions but collected through different means.

First, all data collected was organised depending on its type; For the survey, results were taken from SurveyMonkey, cleaned, and organised for each individual survey question with the required disaggregation. While for each KII, FGD, and classroom observation notes were kept in their individual forms. The organized data was reflected against the agreed on questions and sub-questions in the matrix. Each set of data under each sub-question was analysed separately, and patterns in responses were observed and indicated for each set of data source.

SECTION 5: LIMITATIONS AND CHALLENGES

The Evaluation Team faced a number of challenges and limitations during fieldwork and data collection which altered the sample and the fieldwork timeline;

- The resources allocated for the evaluation imposed a small sample size to which the team can reach and consequently limited representation of the many different stratifications of the reached population in the qualitative data collection.
- A number of private schools refused to take part in the evaluation which meant the sample had 4 public schools in total and 2 private schools instead of the equal split as agreed upon initially.
- Due to the participants' busy schedules at schools, the FGDs conducted with teachers and students included a fewer number than anticipated.
- One of the class observations was what the Evaluation Team later learned was a "model class" which demonstrated all the techniques and practices taught during the TLaC course (عَلِّمَ بِتَقْوَةٍ). While it was a very good example of how techniques and practices are implemented, it is not representative of an everyday class and so was considered but did not weigh heavily into the findings.

The fact that the evaluation included a survey (which reached and was completed by a significant number of trained educators), the first and most serious limitation is mitigated. The remaining limitations were considered throughout the analysis, however, the Evaluation Team confirms these limitations did not have a major effect to imply any concerns of the credibility of the evaluation and its findings.

SECTION 6: EVALUATION FINDINGS

Evaluation findings are presented against each set criteria and main evaluation questions in the ToR. Each evaluation question will be answered with a detailed analysis of findings according to the collected data against the sub-questions. Interesting trends or observations are highlighted as the findings are reported and as they are found relevant to the section under discussion.

It is worth noting that there were no significant differences found in the data collected across schools in different geographic areas, across educators of different titles (teachers and principals) or between secondary and primary school teachers. However, the Evaluation Team did observe slight differences between male and female public schools and between public and private schools included in the sample, which are mentioned as appropriate in the relevant section(s).

6.1 Relevance

Table 5: Relevance – Evaluation Questions

Evaluation Question	Evaluation Sub-Questions
Is the TLaC program doing the right thing considering teachers' needs for effective classroom management skills	<ul style="list-style-type: none"> • Is the program content relevant and consistent with the strategic and programmatic priorities of QRTA? • Is the content relevant and suitable for the Jordanian culture/ context? <ul style="list-style-type: none"> ○ Have there been any changes in the context that affects the program's operation? • To what extent is the program relevant to teacher's needs in terms of improving teaching techniques and classroom management? <ul style="list-style-type: none"> ○ Are the program techniques relevant and applicable in the school classroom (public and private)? ○ Does it meet the needs and priorities of teachers in the classroom? • To what extent are the techniques applicable in teachers' working environment/ classrooms/ schools?

6.1 Is the TLaC program relevant and suitable in considering teachers' needs for effective classroom management skills.

The Evaluation Team found that the TLaC program (علم بثقة) highly relevant to the actual needs of educators in Jordan and focuses on techniques and practices that are needed in Jordan's classrooms. Moreover, the evaluation found that the techniques and practices are applicable; they are considered simple, realistic and practical and can be applied in the classroom. Finally, the evaluation found there are critical factors

that would encourage/enable (or discourage/disable) the application of the learned techniques and practices which are mentioned in detail below.

6.1.1 Is the program content relevant and consistent with the strategic and programmatic priorities of QRTA?

The Evaluation Team found that the program and its content is consistent with QRTA's strategic and programmatic priorities. This finding was reached through the review of QRTA's strategy documents that articulates QRTA's strategic direction and program approaches and was confirmed through the KII's with representatives from QRTA. It was stated that the program has been designed to holistically improve the quality of education in Jordanian public and private schools, as it provides teachers with simple everyday techniques, that once applied can positively influence the overall classroom atmosphere. This is in line with QRTA's mission and strategic objectives to produce highly capable teachers that are well rounded and adaptable to change.

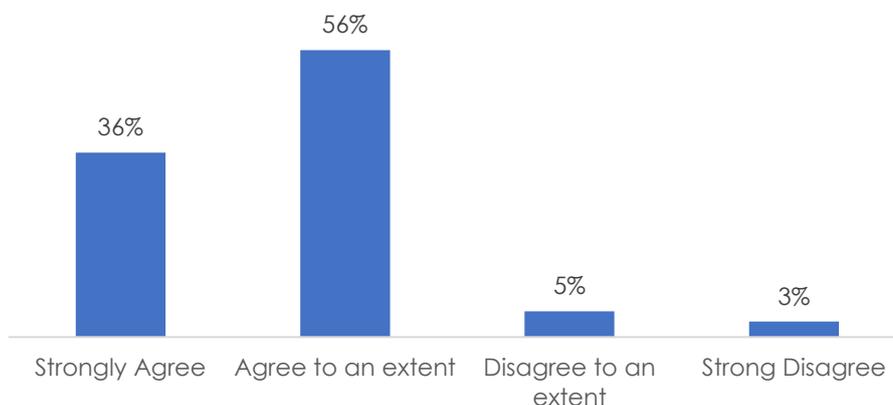
6.1.2 Is the content relevant and suitable for the Jordanian culture/ context? And have there been any changes in the context that affects the TLaC's operations?

The Evaluation Team found that the content of the program is considered relevant and suitable for the Jordanian culture and context but can be further tailored to specific challenges that are faced in schools in Jordan (example: large class size).

Interviewed representatives emphasized that the program was not designed in relation to the curriculum but rather as a tool that builds the capacity of teachers to navigate through it- without it being subject or grade specific- which makes it broadly applicable and relevant.

The below graph shows the high level of consistency in respondents' responses when they were asked if they considered the content relevant and suitable for the Jordanian culture and context- 92% of respondents either "strongly agreed" or "agreed to an extent":

Graph 10: The Training was Suitable for the Jordanian Context and Curriculum



The above was mostly confirmed and reiterated by the participants in the KII's and FGD's at schools. The only exception was one of the schools that has conditions that are perceived as far more difficult than to allow teachers to implement the techniques and practices covered in the program.

“The techniques and practices are very interesting and useful, but these people are in America, they cannot begin to fathom our reality here in Jordan. Let them come see our students, they are out of control! the last thing on their mind is listening in class, I need a way to reach these type of students”

– Public school teacher

Regarding changes in the context that might have affected the operation of the TLaC program (عَلِّم بِثِقَةٍ), the only major change in the context that was mentioned was the Covid-19 pandemic that required the delivery of the TLaC program (عَلِّم بِثِقَةٍ) become virtual. The quick response and adaptation of the program to accommodate the situation that was imposed by Kingdom wide lockdowns, school closures and many limitations proves the agility of QRTA and the TLaC's operation (عَلِّم بِثِقَةٍ).

6.1.3 To what extent is the program relevant to teachers needs in terms of improving teaching techniques and classroom management? Do the techniques meet the needs and priorities of teachers in the classroom?

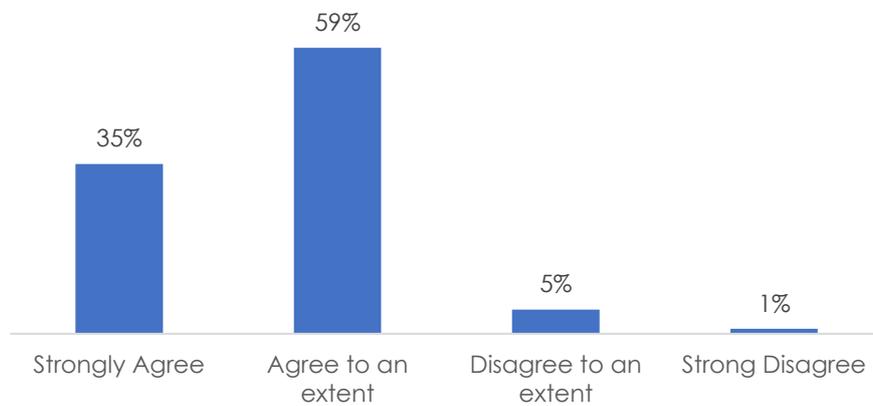
The Evaluation Team found the program extremely relevant to teachers' needs and it introduces trainees to techniques and practices that are perceived as necessary; this is confirmed by the high synergy found between the TLaC (عَلِّم بِثِقَةٍ) and the MoE National Teaching Standards; particularly under the areas focused on Academic and Pedagogical Knowledge, Learning and Teaching and Learning Environment.

The interviewed representatives from QRTA and MoE conveyed that what is unique about the program is that it features techniques that are originally derived from actual observed teacher behaviour during classrooms in the United States; they are then reinterpreted, further developed, organized, categorised and relayed throughout the course. Furthermore, the program focuses on both the academic and behavioural side to classroom management, a skill all teachers need to learn how to balance throughout their career – the more teachers learn, the better they'll be at managing the classroom.

The above finding was confirmed by the data collected from the field; When survey respondents were asked if the training content is relevant to their professional development needs in terms of teaching techniques and classroom management;

35% “strongly Agreed” and 59% “agreed to an extent”. As demonstrated below, a very small percentage of 6% either “disagreed to an extent” or “strongly disagreed”.

Graph 11: The Training is relevant to your professional development needs in terms of teaching techniques and classroom management



According to teachers and principals, techniques covered throughout the program are very relevant to the Jordanian teachers' needs particularly their need to assure smooth lesson delivery and student engagement. Other skills that were also mentioned that were covered by the program and are consistent with the teachers' needs were: time management, planning engaging activities, group working, giving students sufficient time to answer, accepting incorrect answers, disciplining approaches, assessing student knowledge and understanding are all essential for an effective learning experience.

“Students are chaotic, the training program helps us incorporate ways to calm them down ”
- Private school teacher

6.1.4 To what extent are the techniques applicable in teachers' working environment/ classrooms/ schools?

The Evaluation Team found that one of the most important strengths of the program is the applicability of its techniques and practices within the classroom. Teachers can introduce simple techniques and changes practices to their classroom environment that can have important effects on student behaviour and engagement, teachers are further provided with a toolkit at the end of each course to support them implement what they learned. This premise was supported by mostly all evidence collected as detailed below.

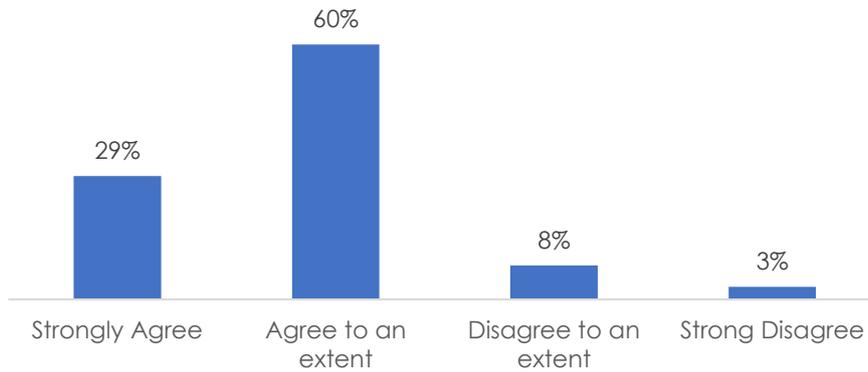
“They gave us something that we were in need of but were not aware we needed”
- ***Private school teacher***

The majority of teachers who participated in the FGD's indicated that most of the teaching techniques are realistic and simple to incorporate within lessons in the classroom such as timing the lesson to support effective time management. However, there were a couple of approaches; namely implementing activities and group work, that were seen as more difficult to incorporate for reasons related to the size of the classroom, mobility of the furniture and the difficulty bringing the students back to order.

Principals that were well informed of the training courses indicated that the techniques were relevant and relatively applicable within the classroom. Relevant because they aided teachers with improving classroom morale, student engagement and overall joy during class. However, although simple to implement, often student behavior posed as an obstacle to technique application. This was particularly mentioned in male public schools and it was noted that male students' behavior was more difficult to control and that took a substantial amount of the teachers' efforts and time from class.

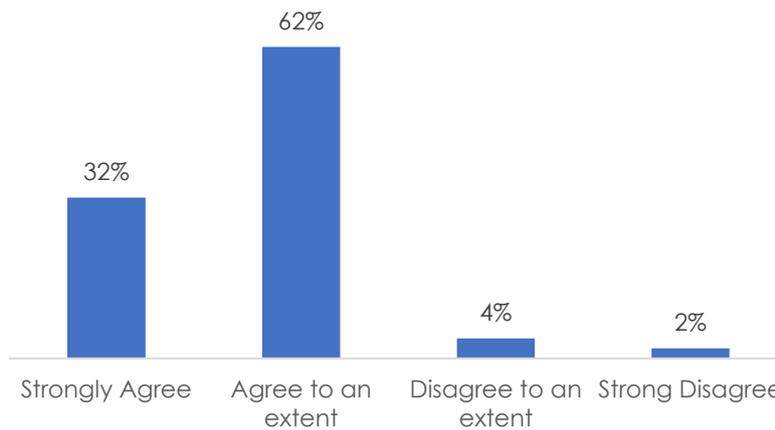
As shown in the graph below, survey respondents also considered the training realistic and applicable. When they were asked if the training is realistic and applicable, an overwhelming 89% of respondents “strongly agreed” or “agreed to an extent”. Only 11% disagreed.

Graph 12: The training is realistic and applicable in the classroom



More practically, the answers of the survey respondents provides evidence of the training being applicable. As the graph below shows; 94% either “strongly agreed” or “agreed to an extent. the majority (62%) “agreed to an extent”

Graph 13: I was able to apply what I learned in improving my classroom management



The classroom observations, showed similar trends as the above findings in that the learned techniques and practices are indeed applicable to a large extent- with variations of course in some techniques which was mostly due to student disruptive behavior (also as mentioned by principals, it being the main challenge).

During the classroom observations, specifically at two of the four observed classrooms, teachers applied the majority of the techniques that they had learned during the training program (more than 80% of the set behaviors/ techniques to be observed) and those included incorporating educational games, group work activities, asking questions, provoking participation and proper time management were observed. The other two classrooms demonstrated around 58% of the set behaviors/ techniques to be observed.

6.2 Effectiveness

Table 6: Effectiveness – Evaluation Questions

Evaluation Question	Evaluation Sub-Questions
To what extent did the TLaC program succeed in achieving its objectives and results according to the program and QRTA objectives?	<ul style="list-style-type: none"> • Has the program achieved the set targets and QRTA objectives? • Does the program's results contribute to QRTA's overall strategic goals of meeting the needs of teachers in Jordan? • Has the training been effective in building trainees' knowledge of practices? And/or helping them acquire the skills to implement the practices? <ul style="list-style-type: none"> ◦ What was the quality of the training services provided (online vs. offline)? • What environmental factors are supportive/ enabling teachers to execute the learned techniques? What factors are disablers? • What were the major factors influencing the achievement (or non-achievement) of the program results or objectives? <ul style="list-style-type: none"> ◦ In terms of content/ delivery approach/ trainers' effectiveness/ duration/ practicality/ tailoring? ◦ How is the training announced? What does it cost the trainee? Self-registration versus signed up by administrator? ◦ Has there been any unintended results? if so, what are they and what caused them? • How did the Covid-19 pandemic affect the achievement of the program results and QRTA objectives?

6.2 To what extent did the TLaC program succeed in achieving its objectives and results according to the program and QRTA objectives?

The Evaluation Team found that the TLaC program (عَلَّمَ بِثِقَةٍ) succeeded to a very high extent in achieving its set objectives which is supported by most of the data collected and analyzed; the matter was covered in the interviews with representatives from QRTA and the claims were supported and substantiated through both the qualitative and quantitative data that was collected from the field.

6.2.1 Has the TLaC program achieved its set targets and objectives?

According to QRTA's agreements with its several donors towards the TLaC program (علم بثقة), all of the agreed upon targets have been achieved. The TLAC cumulative number of beneficiaries reached until 2021 is 6,233 both locally and regionally. So in terms of reach, the program was successful in reaching both public and private schools in Jordan and within the region, training a diverse group of teachers from different backgrounds and different levels of experience.

In terms of quality, and according to QRTA representatives, the TLaC program (علم بثقة) has been one of the most successful programs run by QRTA as it incorporates simple techniques that have significant effects within the classroom. The Evaluation Team also heard the same observations from the field where it was mentioned that teachers can adopt a variety of essential skills in which they can easily implement within their classroom which they have witnessed make a difference in their classroom.

6.2.2 Do the program's results contribute to QRTA's overall strategic goals of meeting the needs of teachers in Jordan?

According to QRTA strategy document (2020-2025), QRTA's mission is "enabling, strengthening, and equipping teachers and educators in Jordan and the region with the essential knowledge, skills, and competencies to make the greatest difference for their students"- the TLaC program (علم بثقة), both in terms of design and practice, is completely aligned and contributes to QRTA's strategic mission and objectives where it puts the Jordanian student at the center and considers the teacher an essential part of realizing improvements in teaching and learning.

More specifically, the TLaC program (علم بثقة) fits and satisfies QRTA's second Strategic Objective which is to "design and promote innovative programs" that are of specific characteristics. The collected evidence shows that the TLac program (علم بثقة) was indeed of high quality, flexible and adaptable, and aligned with trends and needs.

6.2.4 Has the training been effective in building trainees' knowledge of practices? And/or helping them acquire the skills to implement the practices?

The Evaluation Team found that the TLaC program (علم بثقة) has been effective in building trainees' knowledge and skills in order for them to implement the techniques and practices that the program focuses on. The KII interviews commended the program for enhancing teacher

"One of the teachers came up to me and said, I have been teaching for 30 years, this is the first time someone has convinced me to put my stick down"
-QRTA representative

knowledge and skills in classroom management as well as helping teachers improve the culture and relationships in their classrooms.

“**A teacher came up to me and thanked me for improving his relationship with his students”**
– QRTA Trainer

Teachers who participated in the FGD's noted many new skills that they learned and adopted as a result of the training, such as:

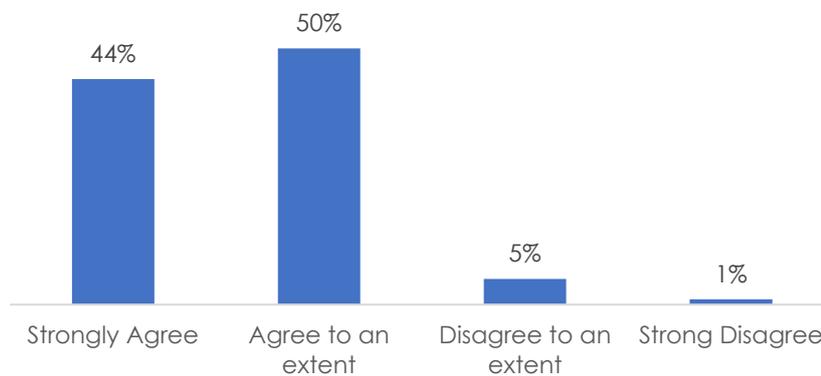
Implementing learning through play	Methods to specifically cater for students with different learning styles and abilities	Setting time goals, and practicing time management
Organizing interactive group work activities	Diversifying teaching methods to break the routine	Referencing real life examples during lessons
Beginning the lesson by listing goals and objectives	Connecting each lesson to the one before	Managing students behaviours down
Encouraging organized participating – by raising hands	Giving students time and the space to think for themselves	Giving all students equal opportunity to answer
Introducing different games and activities that aim at assessing knowledge and checking for understanding		

Several interviewed principals were able to attest to their teachers' gained knowledge and skills through the classroom observations. Principals that were well informed of the TLaC course (علم بثقة) were able to identify specific techniques that were introduced by the training program and that they have seen being applied in the classroom. The general observation was that lessons of teachers that had attended the course were much higher in quality than those who did not.

There were a few teachers from the visited private schools who have indicated that the training was repetitive to what they already know and claimed the training is not as beneficial to teachers who have solid experience. This was a minority of the evaluation participants and does not reflect the general perception.

According to the survey responses, when survey respondents were asked if the training was effective in increasing their practical knowledge in teaching techniques and classroom management, the majority (50%) “agreed to an extent” and (40%) “strongly agreed.” The below graph shows the distribution of responses:

Graph 14: The training is effective in increasing your practical knowledge in teaching techniques and classroom management



Furthermore, when the survey asked what skills the teachers gained as a result of the TLaC course (علم بنقّة), the responses showed that respondents indicated a wide range of skills that they have gained; five skills were specifically repeatedly selected (by more than a 100 respondents) which are:

- Allowing students sufficient time to answer
- Checking for understanding: using various methods to explain lesson and collect answers
- Revisiting students who didn't know the answer
- Engage Students using interactive activities in class
- Setting a clear class routine and rules
- Pre-setting lesson goals

As mentioned earlier, the classroom observations showed that many of the taught and intended teacher behaviors were observed and noted; 70% of the total 12 number of behaviors that were assessed across all 5 modules had been applied. Those observations are very strong confirmation of the acquisition (and obviously

application) of the observed practices. The Evaluation Team expects that the observed are fewer than those gained or acquired.



6.2.5 What was the quality of the training services provided (online vs. face to face)?

The Evaluation Team found that evidence was conclusive regarding the quality of the TLaC training (علم بثقة); there was conclusive agreement that the quality of the TLaC program (علم بثقة) is high. The interviewed MoE representative stated that due to the exceptionally high quality of the program, the MoE was considering classifying the TLaC program (علم بثقة) as an essential training course toward teachers ranking system. QRTA representatives also consider the quality of the content and material high but also more specifically mentioned the highly experienced and equipped trainers that of course significantly contribute to the quality of the training.

Teachers and principals collectively agreed that the quality of the program was exceptional, below are just a sample of direct quotes that were collected from the field:

“ “

“The course material was very enriching”.
-Private school teacher

“The trainer gave us a small percentage of his knowledge in a very professional, and interactive way and that made all the difference in my experience. I am very grateful for that”
– Public school teacher

“Not only are the trainers highly capable, but their behaviour and approach towards teaching were lessons in themselves”
– Public school teacher

“The trainer calculated and accounted for every minute during the training, and every single one was informative”
– Public school principal

” ”

According to the survey findings, the respondents mostly rated the program very high. The survey asked respondents to rate the program in terms of 1) overall quality, 2) the material and content and 3) the trainers between 1 and 5 (5 being the highest rating). The below table shows the distribution of responses which are obviously overwhelmingly positive:

Table 7: Rate the last TLaC course you attended from 1-5

Ratings	1	2	3	4	5
Rate the overall quality	2%	1%	22%	39%	36%
Rate the material and content	2%	5%	15%	38%	40%
Rate the competency of the trainer	2%	1%	13%	34%	49%

When the Evaluation Team shared the above findings with the teachers who participated in the FGD's, almost all indicated that the training deserves nothing less than a perfect rating.

Another testimony of the program's quality is the participants response when asked if they would enrol in other TLaC modules (عَلِّم بِتَقَّة) in the future- to which most indicated they would. More specifically, the majority (91%) of the survey respondents indicated "yes". When responses were disaggregated by school type, the majority of public school teachers said yes (93%) in comparison to private school teachers (75%).

Mode of Delivery:

In regard to mode of delivery (face-to-face versus online) the Evaluation Team concluded that the preferred mode of delivery is face-to-face. The interviewed representatives from the MoE and QRTA agreed that learning is "a social activity which requires physical presence that might not be available through online learning". More practically, there was agreement that since many teachers might lack the required technical skills and/or the needed infrastructure, online training is not always an effective mode of delivery. Lastly, face-to-face can help make the training more practical and interactive. Teachers in the field agreed and stated that they prefer to attend training courses in person as it allows for better engagement.

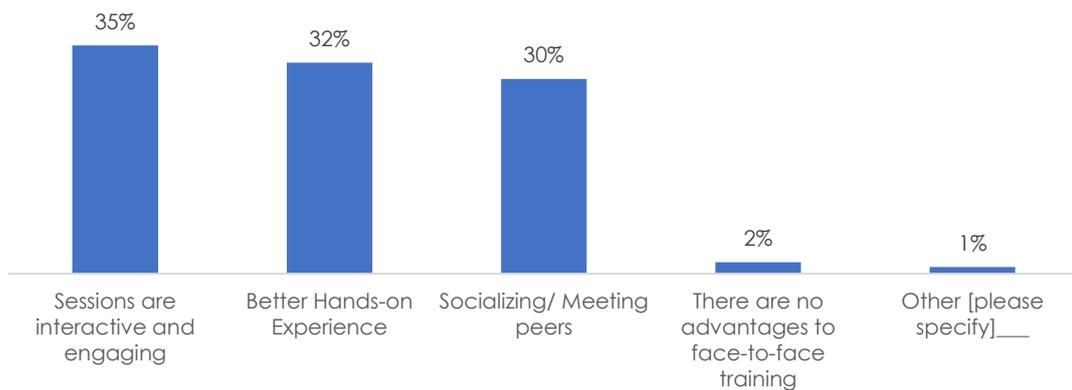
That is not to say there were no advantages of online training that were mentioned, especially noting the restrictions that the pandemic imposed where online was the option. Additionally, teachers expressed their preference of online if the training were to be delivered after school hours- that is when they are already tired from the school day and prefer to attend the training from the comfort of their home. Finally, trainees felt the online training helped develop their computer literacy skills such as:

- Creating email accounts
- Understanding the importance of proper virtual identification

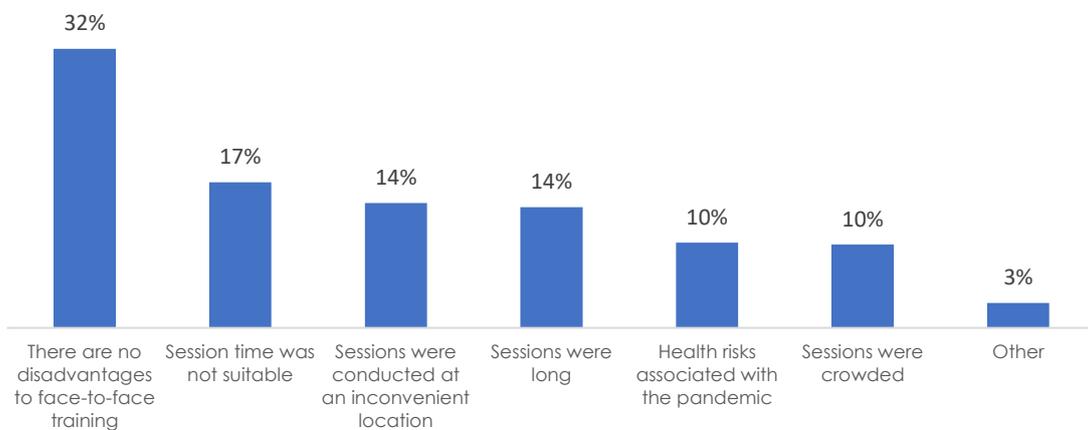
- Using different online platforms; such as zoom, teams..
- Interacting with virtual trainers and trainees
- Following online material

The survey also shed light on the perceived advantages and disadvantages of each mode of delivery of training. The graphs below demonstrate the responses where it is obvious most respondents agree there are many advantages of face-to-face training and consequently probably more positively perceived and received than that of online training.

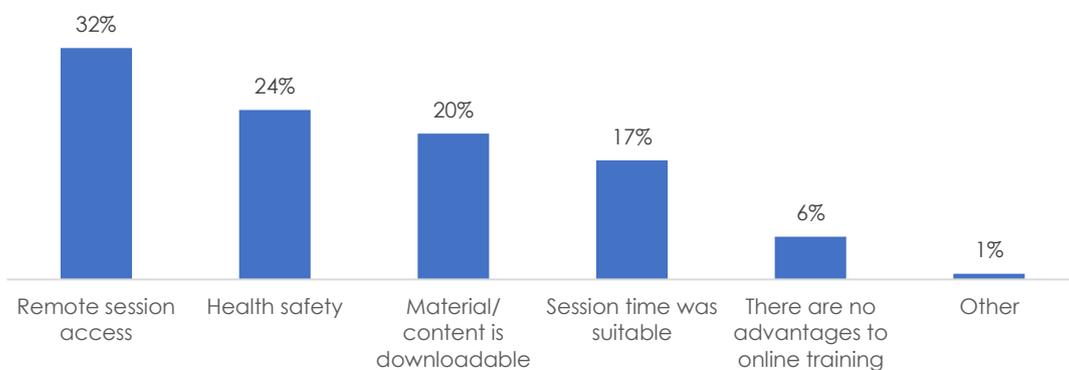
Graph 15: What are the advantages of the face - to - face training?



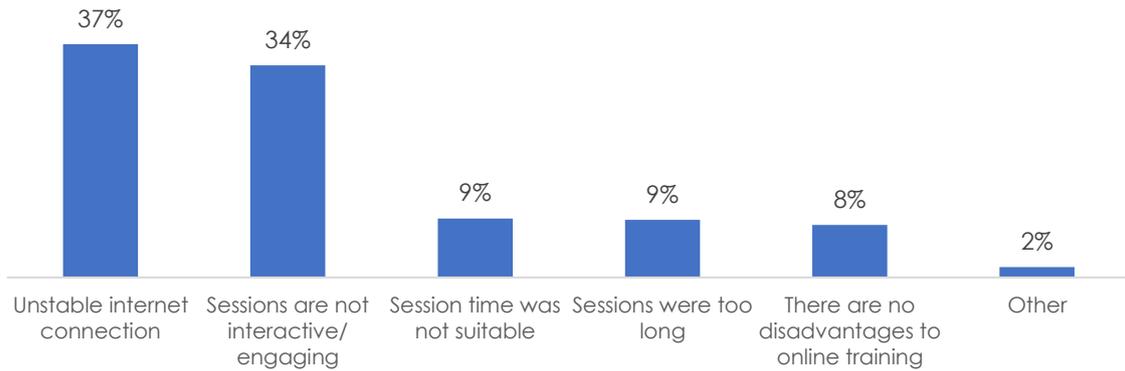
Graph 16: What are the disadvantages of the face - to - face training?



Graph 17: What are the advantages of the online training?



Graph 18: What are the disadvantages of the online training?



6.2.6 What environmental factors are supportive/ enabling teachers to execute the learned techniques? What factors are disablers?

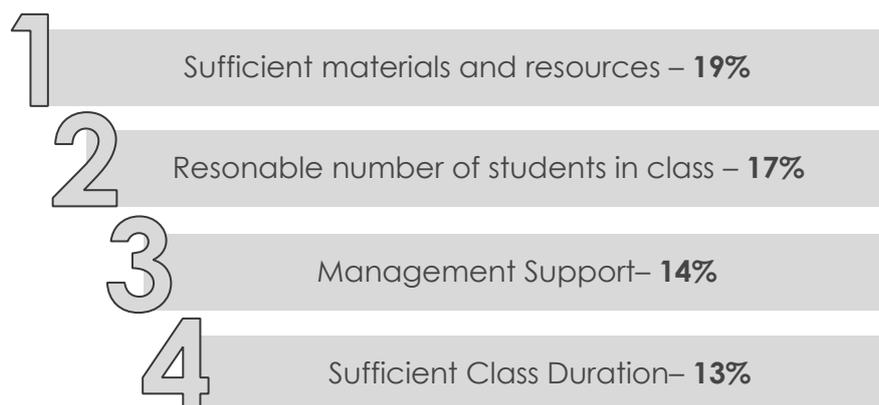
The Evaluation Team, despite the general agreement that the learned techniques and practices are simple and applicable, compiled and summarized factors that are considered enablers (or disablers) for the teachers to execute the learned techniques. Below are the concluded and agreed upon factors that affect the teachers' ability to implement the learned techniques:

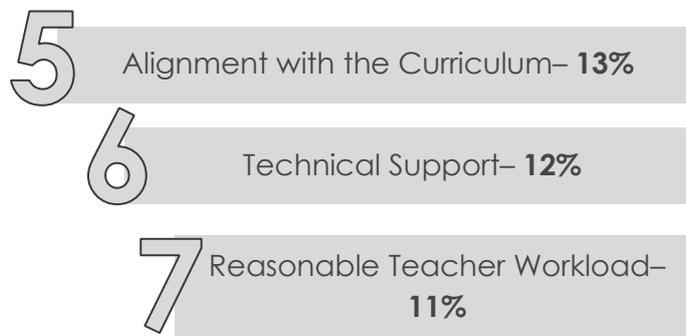
- Availability (or lack of) management support
- Classroom size (both in terms of number of students and physical space)
- Teacher workload
- Student behavior and discipline

The survey findings show agreement with the above and provides further information as follows:

When teachers were asked what factors support them with applying their new skills, the most selected answer was "sufficient materials and resources" (19%), the second most selected answer was "reasonable number of students in a classroom" (17%). The below diagram lists all factors included in the survey and how repeatedly were they selected by the survey respondents:

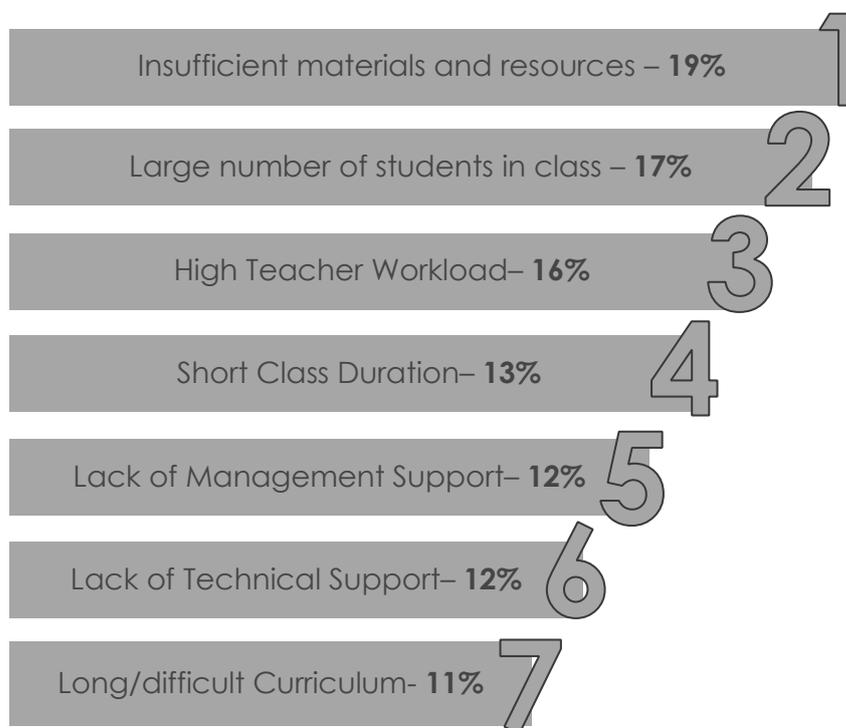
Graph 19: ENABLERS- In your opinion what are the factors that support teachers to apply their new skills?





When teachers were asked about the factors that disable them apply the learned practices; the most common response was “insufficient materials and resources” (19%) and the second “large number of students in class” (19%). Details are in the below diagram.

Graph 20: DISABLERS- In your opinion, what are the factors that restrict teachers from applying their new skills?



It is important to note that there were some differences between public and private school teachers; although they agreed what factors enable (or disable) teachers from applying the learned techniques and practices - it was obvious (and not surprising) that their realities differ specifically in terms of:

- Availability of materials was not an issue at private schools
- Management support was more prevalent at private schools
- Number of students in the classroom is not large at private schools

The private schools having more favorable and enabling environments.

6.2.7 Has there been any unintended results? if so, what are they and what caused them?

The only unintended results that the Evaluation Team identified was that the TLAc program (علم بثقة) made teachers advocates of for the program in specific but also of the Academy in general. This result is due to the perceived high quality of the program which made the trained teachers spread the benefits of the program and share their positive experience and its impact on their classrooms with their colleagues.

6.2.8 What were the major factors influencing the achievement (or non-achievement) of the program results or objectives?

The Evaluation Team, through the analysis of all data collected, was able to compile the following factors influencing the achievement of the program results and objectives:

Table 8: Supporting and Non-Supporting Factors

Supporting Factors	Non-Supporting Factors
The program focuses on simple and practical techniques and practices that are viewed applicable	The program reached individual teachers and not whole schools and therefore, the effectiveness/impact could be more limited
The program is not curriculum-focused (not specific to subject or grade) and therefore, flexible and relevant to all teachers	There is no follow-up with the trained teachers upon the completion of the training (no provision of mentorship, observation, follow-up support)
The application of the learned techniques and practices does not require extensive infrastructure, technology or resources	The program contributes to promotion as teachers accumulate training hours in their portfolio, however the training program is not accredited and does not, on its own, lead to teacher promotion .
Teachers are provided with the necessary materials and resources (toolkit) to specifically apply the techniques and practices learned throughout the program.	Sessions are held after school hours for a long duration of time.

A more general but critical factor that was mentioned is the willingness and commitment of the trainees; QRTA stresses on the importance of enrolling only teachers who are interested and want to attend the course as they consider that crucial for the successful completion of the course but also taking what was learned at the training back to their classrooms.

Another very important factor is the high quality of the program- both in terms of content and trainers. Most evaluation participants agreed that the training content

and curriculum is very relevant and tailored to the context, and more significantly, that the trainers are highly capable, informed and obviously very carefully selected.

6.2.9 How did the Covid-19 pandemic affect the achievement of the program results and QRTA objectives?

The Evaluation Team recognizes QRTA's quick and efficient response to the pandemic and the associated closures and restrictions which lead to the development of an online module specifically focused on developing trainees' skills in managing virtual classrooms, objectives of this module include:

- Helping teachers connect to their current classroom practices and harness the power of these techniques to make their teaching better
- Helping teachers managing their online lessons and classrooms academically and behaviorally using effective and applicable techniques

The interviewed QRTA representatives indicated that it was a great opportunity for the course to take on an innovative approach and adapt to unexpected and imposed situation. The MoE representative on the other hand expressed concern with the program's ability to readily adapt to change and maintain high quality lesson delivery, as it limited the number of teachers and trainers that can attend the course, teachers experienced problems pertaining to connection and technological literacy, in addition to the effectiveness of online learning due to the limited engagement and interaction teachers can experience virtually.

As a result of the lift of most restrictions including school closures, many teachers that attended the training a few months prior never got the opportunity to implement the techniques they learned during the course.

6.3 Impact

Table 9: Impact – Evaluation Questions

Evaluation Question	Evaluation Sub-Questions
What difference is the program making in classroom management skills among participating teachers?	<ul style="list-style-type: none"> • Has the TLaC program resulted in benefiting teachers for being better positioned and equipped to champion classroom management <ul style="list-style-type: none"> ◦ How did the training impact lesson planning and positive culture? ◦ How did the training impact the learning environment and student engagement in class? • Has the program contributed to improving the social and emotional wellbeing of the students? • Has the TLaC program contributed to establishing a welcoming school environment for the students at school?

6.3 What difference is the program making in classroom management skills among participating teachers?

The Evaluation Team concluded that the program has the ability to make a substantial difference in classroom management skills of its trainees, however, their ability to apply the learned techniques and practices to a large extent dependent upon the environment and surrounding factors that have been indicated as important factors.

6.3.1 Has the TLaC program benefited teachers in terms of being better positioned and equipped to manage classrooms?

- How did the training impact lesson planning and positive culture?
- How did the training impact the learning environment and student engagement in class?
- Has the program contributed to improving the social and emotional wellbeing of the students?
- Has the TLaC program contributed to establishing a welcoming school environment for the students at school?

According to the QRTA and MoE representatives, the techniques taught during the training course better position teachers to manage their classrooms, regardless of the factors that may be viewed as disablers (such as class size). Furthermore, the training was found to equip teachers with innovative behavioural management techniques and practices that engage students during class and assist in classroom management- which was recognized as different and more effective from the traditional student disciplining techniques. It was noted that the more modules

teachers complete, the more techniques they learn and the higher their ability to effectively manage their classrooms.

During the FGDs, teachers commended the program for effectively introducing the trainees to many essential skills that support classroom management with simple and easy to implement practices. Furthermore, the teachers have indicated that the program has contributed to the strengthening of teacher confidence and consequently presence in the classroom which reflected positively on their ability to effectively manage their classrooms.

Principals attributed a real change in teacher classroom management and leadership skills to the TLaC training program (علم بثقة), explaining that trained teachers are more capable of managing student behaviours, with a noticeably lower number of student-teacher conflict.

“

“The training program opened our eyes to techniques we couldn't have thought of ourselves”
- Private school teacher

”

“

“The skills we learned, when implemented help us achieve desired outcomes faster and easier, it allows us to manage content delivery effectively”

- Public school teacher

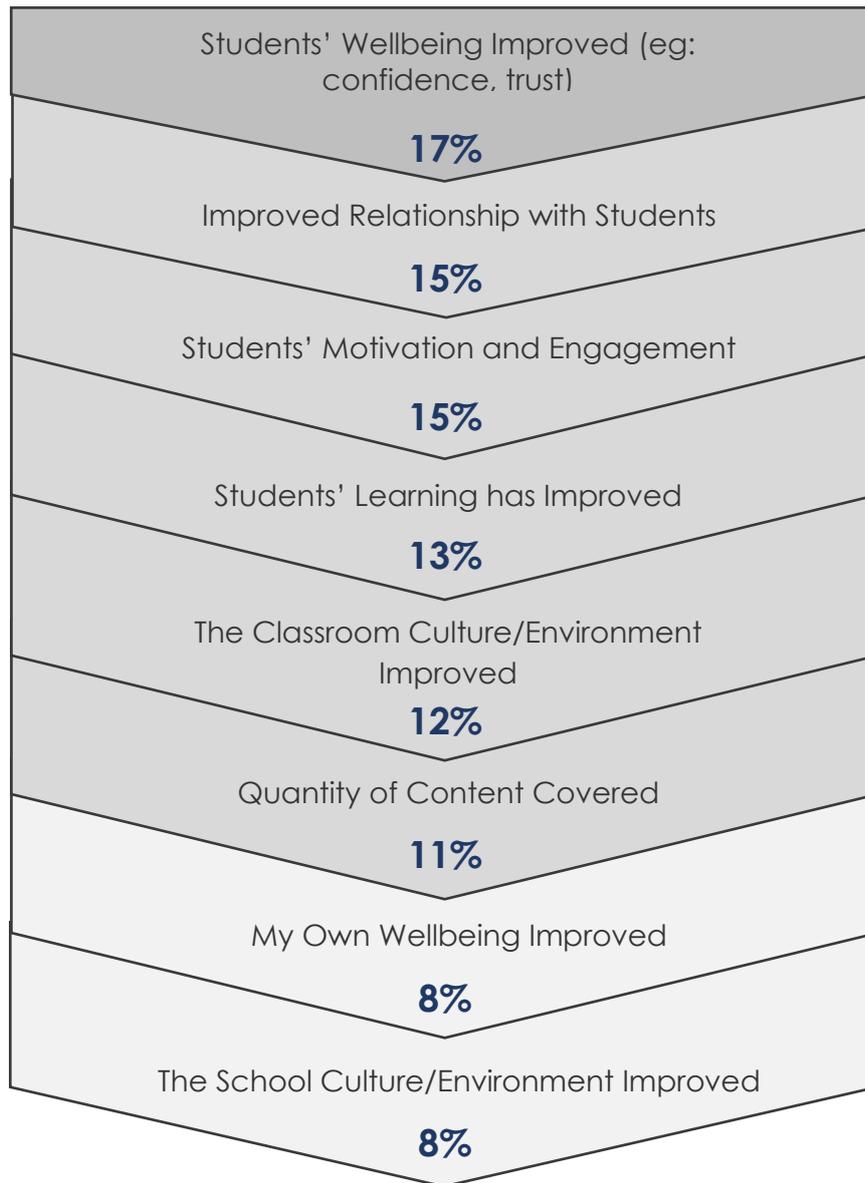
”

Students who participated in the FGDs identified ways which differentiated teachers the discussions specifically focused on from their other teachers. Those differentiations are summarised below:

1. Organization of lessons that are entertaining, interactive, and
2. Managing tasks and activities in a timely manner
3. Providing students with revision sheets to test knowledge
4. Connecting lessons to realistic situations
5. Provision of constant and tailored feedback
6. Using different media to teach (worksheets, presentations.. etc)
7. Allowing students to navigate through the lesson material on their own, encouraging independence
8. Ability to control their anger when students are disruptive and having new ways of managing the classrooms (hand gestures, etc)
9. Checking for understanding by assigning different exercises and then awarding students who complete them correctly with extra points.
10. Recapping what has been covered in one lesson before moving on to the next, and establishing connections between them

When teachers were asked if the program has enabled them to make a real difference in their classroom and/or school, the majority (90%) said yes, 77.5% of those are female. Of the survey respondents that indicated a noticeable change within their classroom, when asked what specific changes they have observed/ noticed, "improved students wellbeing" was the option most selected by the respondents. The below diagram shows more detail on the options provided in the survey and the extent to which they were selected by the survey respondents:

Graph 21: What changes did you notice in the classroom/ school?



As is apparent above, the training does not seem to have a significant impact on the entire school culture and environment and that is probably due to the fact that the program is not school-based and training is not targeting all (or a large number of) teachers within a school. Having said that, the majority of teachers still indicated that having individual students who are positively impacted will ultimately have a positive effect on the school as a whole.

Teachers who participated in the FGD's elaborated more specifically on a couple of the above listed "changes":

- In terms of student well-being: teachers collectively identified the training as the reason behind strong student/teacher relationships, as it allows teachers to better understand and accommodate to the needs of their students, it also allows them to gain a better understanding of which techniques are the most

effective and which are not. When teachers implement different techniques in attempts of identifying one that students respond to the most, it makes students feel safe and valued.

- In terms of student learning; teachers indicated that due to the two-way communication between teachers and students that the training encourages, it establishes a joyful classroom structure, and when students feel more engaged, they retain more information. "I noticed a real difference, students of trained teachers perform better than students of teachers that are not" (principal, North)
- In terms of the positive classroom culture and environment: teachers stated that as they allow students to openly share their opinions without judgement, are patient when students demonstrate lack of understanding, are respectful towards their students, constantly make connections to real life examples for better resonance, have reasonable expectation of their students and organize fun and interactive lessons.

According to student FGD, students recognized trained teachers are capable of forming solid relationships with their students, hence improving classroom environment. Students stated that establishing strong relationships through positive reinforcements and accepting wrong answers enables students to feel safe within the classroom and consequently improves student social and emotional wellbeing.

"What differentiates her from other teachers is the relationship she builds with students. She feels like a second mother, an older sister, or a friend"
– Private school student

6.4 Sustainability

Table 10: Sustainability – Evaluation Questions

Evaluation Question	Evaluation Sub-Questions
Which program benefits are going to last, and why?	<ul style="list-style-type: none"> • Did the program achieve the intended results? <ul style="list-style-type: none"> ◦ Did it generate any unintended results? • What are the strengths, weaknesses, opportunities, and threats (SWOT) of the program in terms of long-term viability and sustainability as a professional development program specialized in classroom management? • To what extent did the TLaC program yield ownership of sustaining the impact of implementing the newly acquired knowledge, and skills by teachers? • Will the acquired program skills continue to be useful and relevant in the future/ or will they be redundant in the future?

6.4 Which program benefits are going to last, and why?

A more in-depth impact evaluation is required to offer an evidence-based conclusion in this regard, however, and based on the findings of this evaluation, the Evaluation Team assumes that the following benefits will most likely last:

- The application of the altered practices; specifically, the small and simple ones particularly associated with behavioral classroom management
- The effect on the teachers' confidence in the classroom and in their ability to manage their classroom better and more efficiently
- The benefit of positive and strong relationship between students and their teachers (based on respect, trust, etc) on the student and their general attitude toward school and learning

The Evaluation Team have also identified ways that QRTA can consider in its future programming that could help the program have wider and deeper long-lasting impact.

6.4.1 What are the strengths, weaknesses, opportunities, and threats (SWOT) of the program in terms of long-term viability and sustainability as a professional development program specialized in classroom management?

The Evaluation Team compiled and summarized the collected strengths, weaknesses, opportunities and threats mainly through the conducted interviews with the QRTA and MoE representatives, interviews with the principals and in less detail through the FGD's with teachers at the school.

The below diagram summarizes the points that were most widely mentioned and agreed on:

Strengths

- Techniques are practical and simple to implement
- The course is very entertaining and engaging
- The trainers are very capable, exceptional trainers
- The program offers solutions to individual problems teachers may face in class
- Program allows teachers to achieve their professional development needs
- The program provides teachers with a holistic approach to improving the overall educational experience
- The program targets teachers of all grades and all subjects and is not specific to any curriculum

Weaknesses

- The videos do not reflect Jordan's context
- The lack of follow-up with the trainees after the completion of the training (no on-the-job support, mentoring, etc)

Opportunities

- The program implementation approach can be tailored to target whole schools
- The program can be delivered to paying clients and enable QRTA reach more school in the public sector
- The program can become accredited and count toward promotion within teacher ranking system which might make donors more encouraged to fund

When evaluation participants were asked about suggestions for improvement- which are consistent with the above-mentioned points, the following points were summarized from what was shared in the field as well as from the survey respondents:

- Targeting whole schools
- Including an element for follow-up with teachers following course completion
- Seeking accreditation of the program
- Producing videos from the Jordanian context
- Assuring all teachers receive a certificate of completion
- Follow up events and opportunities to encourage transfer of knowledge
- Introducing a practical element to the course instead of prioritizing theory
- Providing teachers with realistic scenarios as opposed to idealistic ones.

6.4.2 To what extent did the TLaC program yield ownership of sustaining the impact of implementing the newly acquired knowledge, and skills by teachers?

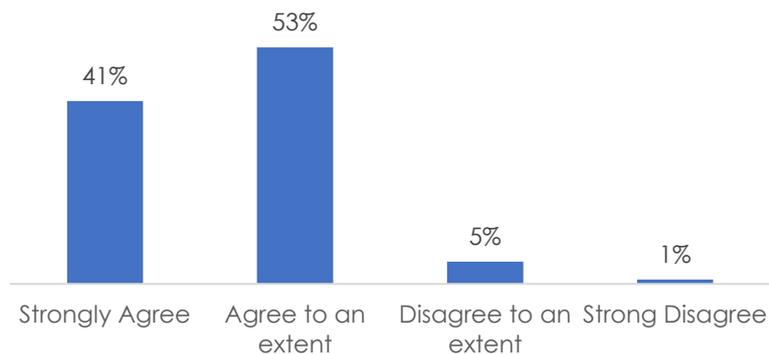
Like many good quality programs that are introduced at the MoE schools, the Evaluation Team finds that the TLaC program (علم بثقة) is very positively perceived at the MoE and seen as critical for the public teachers' professional development, however difficult for the MoE to take ownership of and sustain primarily due to its limited financial and technical ability to properly institutionalize and maintain the quality as it is now delivered by QRTA.

According to QRTA representatives, the program should be institutionalized within the MoE for it to be sustained- recognizing the lack of the needed funding/ budget to roll-out the program and sustain it.

In the absence of a sustainability or transition plan (from QRTA to MoE), there is an opportunity to broader reach of the program and its benefits through the trained teachers themselves; teachers have stated that transferring knowledge between each other is possible and common. Informally teachers often share information pertaining to training courses, encouraging colleagues to use similar practices. In a more structured manner, teachers are sometimes asked by their principals to organize workshops where they share the new techniques and practices with their peers. These efforts contribute to the sustainability of the impact.

Their ability to transfer the knowledge is confirmed by the survey findings; when respondents were asked if they are able to transfer the knowledge and skills they acquired to their peers, the vast majority (94%) indicated that they either "strongly agreed" or "agreed to an extent"- more females agreeing to the statement than male respondents. The below graph shows the detailed responses to this question.

Graph 22: I believe I was able to transfer the knowledge and skill you acquired to my peers



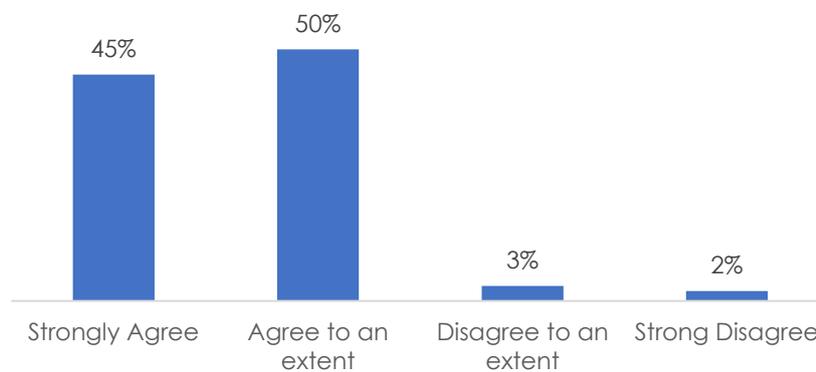
6.4.3 Will the acquired program skills continue to be useful and relevant in the future (or will they be redundant in the future)?

The Evaluation Team found that the TLaC program (علم بثقة) is widely considered relevant for now and will continue to be relevant in the future. According to QRTA representatives, the plan is for the 5 modules to be repackaged under one full program offered under one certificate, so it can become part of the teacher ranking, but it will continue to be available as separate modules as well. The future plan furthermore entails expansion geographically to more areas across the country, implementation of TLaC 3, designing the TLaC program (علم بثقة) based on Jordanian experiences and observations, finally QRTA aims to designate a team of trainers specifically for TLaC (علم بثقة). The MoE believes that the future of TLaC (علم بثقة) lies in integrating more blended approaches and proper accreditation by the MoE.

Interviewed principals and teachers who participated in the FGD's mostly agreed that the techniques they learned are timeless and will consistently be relevant in the future, application however is dependent on the materials and resources available in school.

According to the survey, most respondents agreed that the program will continue to be relevant in the future; (95%) either "strongly agreed" or "agreed to an extent". The below diagram shows the breakdown of responses to that question:

Graph 23: I think the acquired knowledge and skill will continue to be useful and relevant in the future



SECTION 7: RECOMMENDATIONS

The following evidence-based strategic recommendations were informed by the evaluation findings and derived from the data that was collected from the key stakeholders. The Evaluation Team listened carefully to all individuals who participated in the evaluation; and in the formation of the recommendations paid specific attention to the shared perception of the relevance, quality and effectiveness of the training program, enabling and disabling factors, identified strengths and weaknesses as well as their recommendation specifically toward deeper and long-lasting impact.

The findings all indicate that the TLaC program (علم بثقة) is much needed and should continue to reach more and more teachers in Jordan- and the region. Future programming ought to consider some minor alterations and more strategic additions to the program design and implementation principals in order to achieve further success and more sustainable benefit.

The table below organizes the proposed recommendations at two levels- the technical level and the strategic/ systemic level.

Table 11: Technical and Strategic Recommendations

	Recommendation
Technical Level: All Schools	1. Produce videos (part of the training content) in Jordan, representing Jordanian teachers in Jordanian schools. The videos can tackle additional challenges/ strategies that could be prevalent and/or specific to the Jordanian context (such as large classroom size, rigid classroom layout, and exceptionally disruptive student behavior).
	<p>2a: Add "post- training" elements to the program such as:</p> <ul style="list-style-type: none"> - Provide practical on-the-job support and mentorship (in the classroom) - Establish communities of practice among teachers and across schools <p>2b: Include in the responsibilities of principals and supervisors to assess teacher performance and teaching through the reflection on the specific trainings received and encouraging the application of the acquired knowledge and skills</p>

	Recommendation
Strategic Level	<p>3a: Develop and deliver a short and targeted training program for principals and supervisors on their crucial leadership role in supporting the trained teachers toward better and more effective application of the learned practices and practices</p> <p>3b: Investing in the development and delivery of the training for principals and supervisors.</p>
	<p>4- Seek accreditation for the program and position it with the donors that are specifically focused on teacher professional development (under the Human Resources Domain in the ESP).</p> <p>-Establish a review process to ensure the continuous development of the training program and institutionalization based on teaching standards that are informed by data and evidence</p>
	<p>5- Develop a business plan to examine the possibility of a model that accommodates more than one work stream (example workstreams below):</p> <ul style="list-style-type: none"> - Example 1: Business-2-Business which in this case is QRTA to private schools and education entities outside Jordan - Example 2: Business-2-Government which in this case is QRTA to MoE <p>The business plan should consider profitability and sustainability and inform QRTA in its decision making.</p>
	<p>6- Invest more strategic effort in marketing and leveraging the experiences of trained teachers (specifically private school teachers) toward more clients from Jordan and the region and consequently generation of higher revenue</p>
	<p>7- Devise a sustainability roadmap that identifies the organizational, technical and financial requirements and offers a detailed plan for achieving main sustainability (and potentially transition/ transfer) milestones with the involvement of the relevant stakeholders and partners. This roadmap should leverage on national level efforts such as the pre-service and in-service teacher training diploma programs.</p>

SECTION 8: ANNEXES

8.1 List of people interviewed (KII)

Name	Position	Entity	Date
Feras Al - Omari	Professional Development Manager and the direct manager of TLaC	QRTA	24/02/2022
Jumana Jabr	Part of the team that designed TLaC 1 and TLaC 2	QRTA	23/02/2022
Ahmad Jadallah	Department of supervision and training	MoE	28/02/2022
Ra'ed Al Dahleh	TLaC Trainer	QRTA - Trainer	

8.2 School Visit Schedule

Governorate	School Name	Date
Center - Amman	Public School – Mahes Secondary School for Girls	Thursday 7 th April, 2022
Center - Zarqa	Public School – Jabal Tareq Primary School for Boys	Monday 11 th April, 2022
Center - Amman	Private School – National Orthodox School	Wednesday 13 th April, 2022
Center - Amman	Private School – Asriyyah School	Thursday 14 th April, 2022
North - Ajloun *Virtual*	Public School – King Abudllah II School (Principal)	Sunday 10 th April, 2022
South - Alaghar Al-Janaobiyeh *Virtual*	Public School – Fatima Zahra Primary Mixed School	Thursday 14 th April, 2022

8.3 Data Collection Protocols

I. Written protocol to ensure subject's safety

- The evaluator in direct contact with the children participating in the evaluation is obligated to report to law enforcement agencies if he/she suspects or is made aware of a child who needs protection. Children must be made aware during the informed consent process about the evaluator's obligation to report certain incidents, and therefore break confidentiality.
- This protocol is based on the assumption that children can be safely referred to social services, the police or to emergency services and that these are mandated and able to assess the risks and take all appropriate actions. In other words, we assume that the mere reporting will not expose children to increased risks.
- The evaluator will therefore have at every location where children are going to be interviewed or participate in the focus groups, the list, addresses and phone numbers of the nearest social services/emergency services and police.
- If a child gives signs that he/she is about to disclose past or current situations that are not addressed and still put the child at risk/ need of protection, the evaluator will interrupt him/her immediately and warn about the potential need of breaching the confidentiality.
- If the child does not want to go further, the evaluator will ask whether he/she feels OK and wants to continue or terminate the interview.
- If the child decides to terminate the interview, the evaluator will allow enough time to the child to feel comfortable to leave the room and see his/her parents/caregivers or the social workers. The evaluator closes the interview by thanking the child, reassuring him/her that this will not have any consequences on his/her wellbeing or care plan. The evaluator also reconfirms that the information that he/she made available will be kept confidential and not shared with anyone.
- If the child does disclose past or current situations that are not addressed and still put the child at risk/in need of protection, the evaluator will listen quietly, carefully and patiently without displaying shock or disbelief. He/she will show acceptance of what is being said without judgement.
- He/she will not assume anything, nor speculate or jump to conclusions. He/she will not investigate, interrogate or decide if the child is telling the truth.
- He/she will let the child explain in his or her own words what happened and will not ask leading questions or open questions.
- He/she will tell the child again that that she must inform relevant people/groups but only those whose job it is to protect children.
- He/she will acknowledge how difficult it must have been to talk and to open up.
- He/she will make some very brief notes at the time and write them up in detail as soon as possible. She will record the date, time, place, words used by the

child and how the child appeared to her. She will record statements and observable things, not her interpretations or assumptions.

- He/she will tell the child what she will do and check his/her general status and if he/she feels comfortable to go back home/to the centre etc. or if he/she wants to be accompanied to a safe place.
- He/she will refer the child to the appropriate services, taking into account whom the alleged perpetrators are (family members, social services, police officers or external people) and the urgency of the intervention. He/she will accompany the child to a safe place as requested/needed.
- The evaluator will inform UNICEF that a report for a child at risk was made, indicating the date and to which authority.

II. Written protocol for protection of subjects' identities

This evaluation effort aims at evaluating the Inclusive Education Programme on behalf of UNICEF and Mercy Corps.

Assent: If you are willing to participate, please fill in the above questionnaire and consent sheet.

I confirm that I have read and understand the information sheet dated _____ *[insert date]* explaining the above evaluation project and I have had the opportunity to ask questions about the project.

1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

1. I understand that my responses will be kept strictly confidential with the exception of cases that might reveal that a specific child needs protection. I give permission to the members of the evaluation team to use the information that I will share with them provided that my responses are confidential. I understand that my name will not be linked with the evaluation materials, and I will not be identified or identifiable in the report or reports that result from the evaluation.

1. I understand that my participation will not take more than 4 hours of my time and those of the child I am responsible for, including the travel to the place of meeting with the evaluator and the travel back.

1. I understand that my participation and those of the child I am responsible for could cause negative emotions to us because of the remembering of our experience.

1. I agree to take part in the above evaluation project.

1. I agree the information about the age, the psychical and physical conditions of the child and the services provided to her/him/our family to be shared with the evaluator provided that these details are confidential.

1. In my capacity of a parent/foster parent/legal guardian *[underline the true]* of _____ *[insert the name and the family name of the child]* I agree she/he to take part in the above evaluation project under the same conditions.

Name of Participant Date Signature

Name of person taking consent Date Signature

To be signed and dated in presence of the participant

Copies:

evaluator's contact details: [Name], [phone number].

Once this has been signed by all parties, the participant should receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main records (e.g. a site file), which must be kept in a secure location.

OR, for a parent

Assent: If you are willing to participate, please fill in the above questionnaire and consent sheet.

1. I confirm that I have read and understand the information sheet dated _____ [insert date] explaining the above evaluation project and I have had the opportunity to ask questions about the project.	
1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.	
1. I understand that the responses of my child will be kept strictly confidential with the exception of cases that might reveal that a specific child needs protection. I give permission to the members of the evaluation team to use the information that my child will share with them provided that these responses are confidential. I understand that my name or that of my child will not be linked with the evaluation materials, and no member of my family will be identified or identifiable in the report or reports that result from the evaluation.	
1. I understand that the participation of my child will not take more than 4 hours of my time and those of the child I am responsible for.	

1. I understand that my participation and those of the child I am responsible for could cause negative emotions to us because of the remembering of our experience.	
1. I agree to take part in the above evaluation project.	
1. I agree the information about the age, the psychical and physical conditions of the child and the services provided to her/him/our family [<u>underline the true</u>] to be shared with the evaluator provided that these details are confidential.	
1. In my capacity of a parent/foster parent/legal guardian [<u>underline the true</u>] of _____ [insert the name and the family nam of the child] I agree she/he to take part in the above evaluation project under the same conditions.	

 Name of Participant Date Signature

 Name of person taking consent Date Signature

To be signed and dated in presence of the participant

Copies:

Evaluator's contact details: (Name), (phone number).

Once this has been signed by all parties, the participant should receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main records (e.g. a site file), which must be kept in a secure location.

III. Written protocols for protection of data

Edvise Me follows a strict policy of data protection and safe data storage.

Data of primary beneficiaries and service clients will be handled according to the procedures foreseen in the UNICEF ethical guidelines and WHO guidelines on evaluation on violence referenced in the section on adherence to ethical procedures.

Evaluators who have access to the identified data will be clearly identified and limited by access procedures to files storages. Evaluation and data collection processes that involve human subjects or entail analysis involving sensitive secondary data will be

submitted to an internal clearing and data handling process, overseen by the team leader and supported by the project coordination. All direct identifiers to personal informant, particularly children, will either not be collected or removed and anonymised. Hard copies such as interview notes or audio tapes will be kept securely locked away and destroyed after the evaluation process. Files – including computer files – that contain personal or identifiable data, such as names will be encrypted or password protected, and only accessed by agreed members of the team.

IV. When facilitating a FG or Interview (please adhere to the following order)

1- Before facilitation:

Facilitator:

- Introduce project.
begin any interview/ meeting or focus group session with a clear introduction of the purpose of the assessment, the external and neutral relationship of the contracted consulting firm, and the importance of their honest participation and data sharing.
- Read/ sign consent forms and collect first names, and verbal consents for each participant

Note-taker:

- seat participants
- Start recording.

2- During facilitation:

Facilitator:

- Phrase all questions in a neutral manner to encourage discussion without any implied 'judgement' or 'stance' on any topic through any facial expressions, body gestures or tone of voice.
- Gear the conversation from general questions to more specific questions as discussions are taking place. The consultant will facilitate the conversation to maintain focus but also allow some natural flow and divergence for a few minutes.
- Try and include everyone in the conversation to ensure different perspectives are heard and the discussion is not dominated by one or a few.

Note-taker:

- Keep track of time and adhere to schedule
- The ideal duration for a focus group is anywhere between 45 to 60 minutes.

3- After facilitation:

- Save the file under the following format: [governorate, shortened school name , Category (example OOSC **or** In-School people with disabilities) and age range (for children/ students)
- Upload recording to Drive
- Upload notes to Drive Fill out Master note-taking sheet Fill out # of participants per FG on Drive

Health Protocols

Covid-19 related precautions:

- *Field work team should wear a mask at all times, and distribute masks to participants if they are not wearing any.*
- *Maintain social distancing between participants.*
- *Select spacious rooms with adequate ventilation to conduct FGDs*
-
- *If the field work team encounters a school with cases of Covid-19, the team must cancel the visit, self-isolate and each member must get a PCR test with a negative result before the next school visit*

V. Methodological note prepared for interviewers and facilitators - Ethical considerations [1]

Persons with disabilities are not “weak”, “helpless” or “useless”. They do not “suffer” from a disability and are not “victims” of a disability. In addition, people with disabilities may or may not be a part of a “vulnerable population”, depending on their individual circumstances. Making generalizations regarding people with disabilities based on stereotypes is wrong, and often serves to perpetuate the charity or medical models of disability. The social model of disability enshrined in the CRPD promotes people with disabilities as fully deserving, autonomous and independent people.

Often, people with disabilities will say that they just need “an opportunity to be myself and participate with my peers”. As a young woman from the Philippines will tell you, “value us for who we are and what we can do, not by how we look and what we cannot do”.

When communicating and/or working with people with disabilities, common sense, sensitivity and basic interpersonal skills should be used. Children asking questions about people with disabilities is a typical part of development, attitude formation and learning values. Therefore, it is important to teach children (even the very young ones) the most adequate ways of speaking to and about people with disabilities.

The CRPD promotes the use of person-first terminology when referring to people with disabilities. Therefore, you should say “a child with a disability” instead of “disabled child” to emphasize the individual as the primary subject. In addition, you should use terminology that is not demeaning and does not carry derogatory or negative meanings. Thus, you should say “child with polio” for example, and not “polio affected child”.

In all cases, be respectful of the person you are talking to or about. When in doubt, ask the person her/himself which is their preference, or ask an Organization of Persons with Disabilities (OPD) in the area. When distinguishing between children with and children without disabilities, do not use the term “normal”.

The following are some **basic rules of etiquette** to follow throughout the evaluation:

1. ASK BEFORE YOU ACT – when in doubt, ask a person with a disability how they would like to be addressed or how you should refer to their impairment or disability;
2. Do not speak about a person with a disability as if they are not present, cannot hear you, or cannot understand you;
3. In all cases, refer to people by their names – do not describe people with disabilities as “the little blind girl” or “the man in crutches”;
4. Do not talk to adults with disabilities as if they are children and cannot fully understand you or act on their own – even people with communication limitations can understand and take their own decisions;
5. Speak from a position that is comfortable to anyone – if needed, sit down or crouch to be at eye level;
6. Every person has the right to make their own decisions – if someone uses a wheelchair it may seem easier or faster to decide where/how to go on their behalf. But, making decisions is a right and you should give the opportunity and time needed for independent decision-making;
7. Don't think in terms of stereotypes, thinking that all people with disabilities are tired, angry, frustrated, depressed, sick or vulnerable. Persons with disabilities are just people with their own individualities; do not attribute their behaviour to their disability;

TREAT PERSONS WITH DISABILITIES THE WAY YOU WOULD LIKE TO BE TREATED – respectfully and attentively, not with pity or paternalism.

[1] Adapted from: UNICEF (2015). Disability Orientation (video). Retrieved from <https://www.unicef.org/66434.html>

- 8.4 Terms of Reference** *[Documents are attached in separate folders]*
- 8.5 Evaluation Matrix** *[Documents are attached in separate folders]*
- 8.6 Data Collection Tools** *[Documents are attached in separate folders]*
- 8.7 Survey Results and Analysis** *[Documents are attached in separate folders]*
- 8.8 Field Work Notes** *[Documents are attached in separate folders]*