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EDUCATION REFORM SUPPORT PROGRAM (ERSP)

YEAR 3 QUARTER 1 REPORT

JULY 1, 2011 - SEPTEMBER 30, 2011



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Education Reform Support Program (ERSP)

Quarterly Report July 1, 2011 to September 30, 2011

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Executive Summary

This first quarterly report for Year Three of ERSP covers the period between July 1, 2011 and September 30, 2011.

As the third year of implementation begins, the transition of ERSP programs to the Ministry took center stage. The highlight of this quarter was ERSP's hosting the Transition Strategy meeting, which produced transition strategy and annual plans for each component. The transition strategies outline the major program area activities that should be transferred from ERSP to the MoE by May of 2014. This one-day workshop brought to the forefront Ministry realization of their teams' roles in adapting and institutionalizing these programs. This process raised the issue of financial, human and material resources needed for the transition and institutionalization as well as policy issues to be addressed to accomplish goals. The meeting was extremely well attended, with Ministry counterparts engaged in spirited and thoughtful conversation on the issues.

Despite facing a leadership transition of the Component Leader at the end of the quarter, the ECE team made significant progress on its activities. Central Ministry capacity building workshops continued on schedule. Teachers were selected as candidates for the District Training Team (DTT) and the schedule for training approved. Renovation and furnishing of KGs and ECE training centers continued apace, with new protocols for launch events which incorporate Parental Involvement activities. The Ministry developed and approved the Parental Involvement training plan, and took steps toward the formulation of a G1-3 Working Group. The supplementary module on music and movement for KG teacher training is under preparation as well. The team is guiding the working group through another revision of the QA manual based on lessons learned from the previous round of implementation, and in the process of finalizing the supervision tool, which will be endorsed and supervisors trained on it in November.

It was an extremely busy quarter for the YTC team, which focused on the implementation of the internship program in July and preparation for STC and LSTS training activities in the fall. The STC Technical Committee was reinvigorated by the transition planning process, with frequent meetings and active participation. The STC team conducted an internal review of its activities, and took immediate steps to strengthen the cohesion of the program, such as developing a "road map" which links sub-activities. The MIS team prepared a TOT manual for MIS-Online scale up in the fall, and created an electronic survey tool to identify 12th grade curriculum hard spots.

Professional development activities powered ahead, with especially intensive support to the 12 new JSP schools. ERSP assumed a critical facilitation role in liaising with the schools, the Ministry and USAID. During this quarter the Induction program was implemented in 30 Field Directorates, and TOT training conducted with over 100 Ministry personnel participating with high attendance rates. The Ministry Reform team prepared and submitted an Operational Plan for the PD Framework for the Minister's consideration, as well as draft principal standards based on international best practices. Additionally a Scope of Work for consultant supporting the design of comprehensive leadership training was drafted and approved by the Ministry and appropriate consultants identified and contracted. The Data Use team drafted a training plan to roll out school-based training for principals on using data in EduWave to improve their management decision-making, and made a push to complete the development of the required queries and correlations.

In the next quarter, ERSP will finalize and submit the transition strategy to the Minister for approval. At the start of the school year, activities will be in full swing across components. It promises to be an exciting year as the Ministry assumes increasing responsibility for its programs.

Acronyms

CADER	Change Agent for Arab Development and Education Reform
COP	Communities of Practice
CTT	Core Training Team
DCU	Development Coordination Unit
DTQS	Directorate of Training, Qualifications and Supervision
DTT	Directorate Training Team
DU	Data Usage
ECE	Early Childhood Education
ECT	Education Training Center
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
FD	Field Directorate
G1-3	Grade 1 to 3
ICT	Information Communication Technology
HS	Hard Spot
ITG	Integrated Technology Group
JEI	Jordan Education Initiative
KG	Kindergarten
K-3	KG to Grade 3
KPI	Key Performance Indicator
JSP	Jordan Schools Project
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
PD	Professional Development
PE	Physical Education
PI	Parental Involvement
PIC	Parental Involvement Coordinator
QA	Quality Assurance
QRAEE	Queen Rania Award for Education Excellence
QRTA	Queen Rania Teacher Academy
SOW	Scope of Work
STC	School-to-Career
TC	Technical Committee
TOR	Terms of Reference
TOT	Training of Trainers
YLM	Youth Livelihoods Mapping
YTC	Youth, Technology and Careers
WG	Working Group

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Program Description and Goal

A. Overview of the Program

The purpose of the Education Reform Support Program (ERSP) is to build on the experiences and successes of the Education Reform for a Knowledge Economy (ERfKE), and focus on particular aspects of the Ministry of Education policies, strategies and outreach systems in keeping with the reform vision. ERSP is assisting the education sector to develop the capacity to implement and sustain specific objectives of the second phase of ERfKE. The specific objectives addressed by ERSP include:

- Introduce consistent models and processes that establish institutional structures, systems and resources;
- Develop and implement effective school-level training and support programs; and
- Establish a critical mass of schools in which the models and processes have been implemented successfully with full participation of Ministry staff, supervisors, principals and teachers.

B. Program Component Areas

There are four areas designated by the MOE and USAID for ERSP program support:

1. **Early Childhood Education (ECE):** renovate and furnish kindergartens (KGs), enhance ECE approaches applied by teachers, build principals' capacity to manage ECE resources, increase parental involvement in their children's development, and support the institutionalization of the Quality Assurance system.
2. **Youth, Technology, Careers (YTC):** build the capacity of school counselors, teachers and supervisors to provide students the skills they need to participate productively in the workforce through: capacity development, renovation and equipping counseling centers, offices, and playgrounds, and supporting the effective implementation of MIS online.
3. **Professional Development (PD):** assist in the establishment of an in-service system for the professional development of teachers, principals and supervisors, support the implementation of an induction program for newly appointed teachers, and build institutional capacity within the MoE to provide effective PD systems for education professionals. A new activity is to provide intensive professional development and whole school development support to the JSP schools.
4. **Data Use for Decision Making (DU):** assist in the planning process at school, field directorate and central levels through enhancing access to data and the capacity to utilize it effectively in decision making.

C. Summary for the Quarter

In the first quarter of the third year of implementation, the Ministry of Education and ERSP continued to increase their collaboration and awareness for the mutual responsibility in implementing ERSP activities as a major contributor to the ERfKE II initiative and to new directions in programming the Ministry wishes to adopt in making progress with their reform.

Successes Achieved this Quarter

- ERSP hosted a Ministry Transition Strategy meeting in July, in which Technical Committees worked intensively to plan how roles and responsibilities for ERSP programs will transition to the Ministry's leadership, effective immediately. The one-day workshop was well attended, and resulted in transition strategies for each Component area.
- ERSP sought and was granted approval for Ms. Katherine Merseth to assume the role of ERSP Deputy COP and to arrive at post in October.

- The ECE Team finalized the PI program manual for K-3 and sent it for printing, while the Ministry developed and approved the PI training plan. The Ministry also endorsed the enhanced Physical Environment (PE) module that had been improved further based on last quarter's training activities.
- The STC Technical Committee met frequently to develop the STC transition plan, and the members were extremely committed in their attendance and participation. The DCU also demonstrated obvious commitment and follow up.
- The Induction Foundation and General Training covered the 30 assigned directorates this quarter, and 131 trainees participated in face to face portion of the ToT to be completed in October. Of the participants, 106 attended 80% of the training sessions or more.
- ERSP provided comprehensive support to 12 new JSP schools this quarter, including assisting with class schedules, training teachers, distributing gifts for students, and serving as an essential intermediary and facilitator of communication between the schools, the Field Directorates, and the central Ministry.
- After a long search, a team of consultants was identified and contracted to begin the task of mapping existing Ministry leadership programs and laying out the design of a comprehensive program.

Challenges

- Ramadan and the Eid holiday were within this quarter and while we expect progress during this period the team and the MoE staff remain overly optimistic in the face of the reality of the motivation of individuals within the MoE and school populations during this period. This year was particularly difficult with Ramadan beginning shortly after the extended dates of end of the year Tawjihi, resulting in a distracted MoE response for more than two months of the summer.
- During this quarter the ECE team underwent a leadership transition, with the departure of Component Leader Ms. Manar Shukri. Fortunately the transition was as smooth as possible because her replacement, Ms. Muna Abbas, was already a Save the Children employee.
- The YTC team encountered challenges in the implementation of the internship program, raising concerns about its long-term sustainability as a Ministry program.
- During this quarter CADER underwent significant transitions in management and staffing support, resulting in some gaps in knowledge of program policies, protocols, and expectations. The new team is faced with the challenge of establishing the necessary working relationships with the Ministry and broader ERSP team.
- The transition of JSP school management from the contractors to the Ministry was rocky, with many important details left unattended in the weeks leading up to the start of school. The ERSP team rose to the challenge and demonstrated their personal commitment by putting in many extra hours to pitch in and provide support beyond our scope of work.

Associated Actions

- ERSP will finalize and submit for Ministry approval the Transition Plans for all Components.
- Preparations are underway for fielding Katherine Merseth.
- The ERSP management team will offer closer support and guidance to the ECE Component in the coming quarter, to help maintain momentum during the leadership transition.
- The YTC team is directly addressing the concerns about the internship program through ongoing dialogue with the Ministry, and will seek to identify alternative strategies.
- The ERSP management team and the new CADER team are working closely to enhance communications and relations across the teams, ensure a common understanding of project objectives, activities, past challenges and needed considerations for future improvements.

- ERSP will continue to provide as much support as possible to the JSP schools, as the school year gets underway.

D. Program Component Area 1: Early Childhood Education

ERSP is assisting the Ministry's ECE Department to enhance its capacity and help them to recruit and train more ECE supervisors, improve systems for implementing the national ECE program, renovate and furnish kindergarten classrooms and playgrounds, and train teachers to use resources in a way that is developmentally appropriate for children in the early years of schooling, and enhance the KG quality assurance system. ERSP will participate in ECE policy development activities as well as development of training program materials to be implemented by the MOE. ERSP will support the training of Grades 1-3 (G1-3) teachers in a thematic approach to the curriculum and in methods that take into account the developmental learning needs of this age group.



Objective 1.1 Strengthened Capacity of Ministry ECE Staff

Successes Achieved in Quarter 1

- Fifteen MoE central staff attended the “Results Based Management” workshop, and 15 MoE central staff attended the “Monitoring and Evaluation” workshop. Participants received training manuals at the workshops.
- The MoE presented the ECE policies to the Board of Education.
- The MoE is revising their governing ECE policies based the MoE ECE Policies Report. This marks the first time a serious revision has been undertaken since the 1990s.
- The ECE team completed the Transition Plan and submitted it to the MoE, and conducted individual meetings with TC members to facilitate the work flow of the component.

Challenges

- None.

Actions to be taken

- In coordination with the DCU and ECE TC, launch the ECE Policies Review Report in a national workshop.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 1

- The ECE team completed the Arabic translation of the e-module on organizing and managing the KG physical environment. This supplementary e-module will be used in JSP schools to reinforce the concepts in the next quarter.
- The ECE team established new guidelines for conducting KG opening ceremonies. The new guidelines link the opening ceremonies to the Parental Involvement activities, through the coordination of the PICs.
- Twenty-eight KGs out of 40 from cluster 4 were renovated, furnished and handed over to the MoE.
- Purchased all furnishings for cluster 4.



Challenges

- The translated e-module needs thorough editing and some technical adjustments which were not anticipated.
- There has been a delay in receiving the list of KGs from the MoE and this affected the timeline for the remaining activities.
- At some locations, the outdoor playground area for the KGs has been a target of vandalism, because there is limited supervision from the school management and there are no guards after the school hours. Several meetings were conducted with the KG Department and Engineering Department to solve this problem. An official letter was sent to all the field directorates with instructions on the use and care of these playgrounds. Unfortunately, we have not seen any improvements in behavior as a result of the letter.



Actions to be taken

- Share the translated e-module with MoE for their feedback prior to resending it to Seward for finalization.
- Initiate the opening ceremonies for newly completed KGs within ERSP clusters
- Follow-up with the Ministry on added strategies to increase accountability and responsibility towards proper maintenance of these sites and decrease the abuse and vandalism of equipment.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved in Quarter 1

- The second group of suggested DTT members was identified, enabling the ERSP team to schedule the ToT training for October and hence proceed with the capacity building plan.
- Finalized the list of materials needed for the ECE training centers, and completed the renovation of three of them.

Challenges

- The Music and Movement module was delayed due to the consultant's unexpected health emergency.
- There were delays in the Ministry's hiring of new supervisors because the applicants did not meet the selection criteria.
- The MoE asked to postpone the development and distribution of the MoE ECE newsletter until the beginning of this scholastic year.

Actions to be taken

- Submit the Music and Movement module and begin training in the next quarter. Continue the work on developing three modules: storytelling, special needs, and parental involvement.
- Conduct a ToT training for teachers in October to become part of the CTT. The newly appointed supervisors will wait until January and be trained during the break.
- Conduct ECE trainings in the ECE training centers for supervisors and principals.
- Prepare selection criteria for the working group members assigned to developing G1-3 training materials.
- Finalize, print and distribute the MoE ECE newsletter.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 1

- Finalized the PI program manual from K-3 and sent it for printing. The MoE developed and approved the PI training plan.
- The G 1-3 focal point at the central MoE is better managing the program in relation to communication with the field directorates.



Challenges

- The Ministry was delayed in sharing the newly appointed PICs list, and therefore the PI training had to be postponed until the next quarter.

Actions to be taken

- Conduct the trainings according to the set schedule.
- Distribute the appreciation certificates for all parties engaged within the PI program from last year. This will happen at Open House events.
- G1-3 PICs will start rolling out the trainings for G1-3 teachers and principals in the next quarter.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved in Quarter 1

- Contracted a consultant to review the results of the recent QA system implementation, because there were concerns about the indicators, analysis and reporting. The consultant will produce revised auditing tools and the analysis system, thresholds and reporting templates that will address findings, KG status and quality concerns.
- Initiated the revision of the QA manual, with the participation of different directorates and field staff.
- The supervision tool was revised and enhanced and is being integrated to support the technical aspects of the QA system.

Challenges

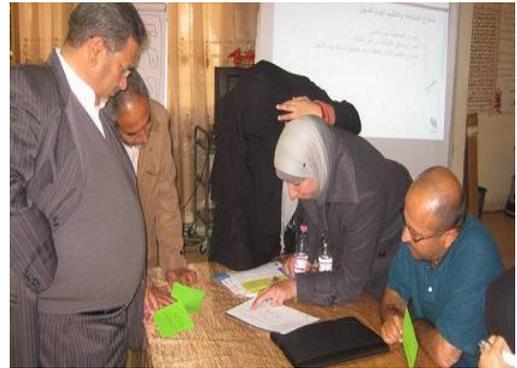
- Several activities which were supposed to be completed last quarter are still pending, namely: supporting the QA Department to review system implementation, seeking Ministry approval of the technical audit tool, and developing an analysis system for combined administrative and technical audit. To get these activities back on track, the consultant is taking the lead on the analytical tasks, and the ECE team has requested more frequent, regular TC meetings and engaged Dr. Saleh to increase speed of progress with the MoE.

Actions to be Taken

- Finalize the supervision tool and incorporate it into the complement of QA tools, with weighting, so that the technical elements of quality are given appropriate weight in the composite score.
- Complete the QA manual revision in the next quarter.
- Integrate the modified supervision tool and teachers' self-assessment tool within the QA manual.
- Test the revised auditing tools (produced by the consultant) in 15 schools.
- QA consultant will provide recommendations for improving the QA system.

E. Component Area 2: Youth, Technology and Careers

In collaboration with the Ministry, the YTC team is developing a comprehensive workforce skills framework that draws on the National Education Strategy, which identifies the academic and personal management skills that are necessary for success in the workforce. The YTC team is strengthening field directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The synergy between programs will help teachers and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors (personal management skills).



Objective 2.1 Enhanced MIS Curriculum

Successes Achieved in Quarter 1

- Following the transition meeting, the Curriculum Directorate finalized the MIS transition plan where each party's roles and responsibilities were clearly identified.
- ERSP conducted a ToT workshop to help MIS-Online trainers create a ToT manual. This manual is currently under development and will be used in the ToT for 104 teacher's and 16 supervisors who will continue the MIS-Online training for the coming years according to the transition plan.
- ERSP introduced the Hard Spots (HS) activity concept to the MoE Working Group and determined selection criteria of hard spots in the MIS 12th Grade curriculum. It was agreed that two sources will define difficulty of the MIS concepts: teachers and students. ERSP in collaboration with MoE WG developed an electronic survey tool to be distributed on MIS teachers to help in defining difficulty of MIS concepts. ERSP and MoE WG also used the secondary level examination notebooks to calculate the difficulty of core concepts according to students' answers.
- After collecting students' contact information and developing tools for the Tracer Study activity, ERSP completed the data entry process of students' contact information, average and grades of each MIS subject. After that all related documents were sent to the Curriculum and Textbooks Directorate and JEI to review.



Challenges

- A new e-learning manager was appointed in the Ministry, and wasn't convinced that teachers should take the MIS-Online ToT. The MIS-Online team gained her support by taking time to personally introduce her to the program.
- The Examination directorate provided us with incomplete data for the Tracer Study, and in a different format than requested.

Actions to be taken

- Develop ToT manual and training materials.
- Conduct the MIS-Online ToT for 104 teachers and 16 supervisors.
- Distribute Hard Spots electronic survey tools on teachers.
- Contact Tracer Study participants, and update database according to their current status.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 1

- The major success of this quarter was the reinvigoration of the STC Technical Committee and the frequent meetings to develop the STC transition plan. Seven meetings took place with STC technical committee this quarter, and the members were extremely committed in their attendance and participation. The DCU also demonstrated obvious commitment and follow up.
- The team conducted a strategic review of STC activities to identify ways to enhance program implementation. The review was built on lessons learnt from the first implementation phase, and to promote the sustainability of the STC activities within MOE plans.
- Developed an STC “road map” which clearly explains the interconnectivity between the main subcomponents and various activities of STC. This road map will orient the counselors about the broader picture of STC activities and how they build on each other.
- The TC reviewed and endorsed the STC work plan, and developed the transition plan, identifying resources, policy and practices needed for the transition of the STC program.
- The students’ internship program was implemented with 304 students from 44 schools. They applied their internship in 41 workplaces, 15 of which were facilitated by SC, and the counselors reached 26 workplaces to engage them in hosting internships.
- The counselors received condensed training on the students’ internship and mentoring tools of the activity. The CTT, DTT and STC team covered 81 field visits to monitor the implementation of this activity using monitoring tools developed for this purpose.
- Community mobilization materials on PPP and PI activities were integrated into the STC Training of Trainers manuals. These materials provide counselors with the steps to engage parents and create public private partnerships which contribute to the implementation of STC activities.
- A refresher workshop was organized for the STC Lead trainers and CTT to review the Pathways to the Future materials before beginning the training of the 110 counselors.
- The furniture procurement and installation were completed for four FD career centers and 71 career counseling offices.



Challenges

- The sustainability of the internship activity presents a challenge because of the Ministry’s resource constraints. The ERSP team is already engaged in productive discussions with the TC to explore alternative means to achieve our objectives.
- 63 schools and 512 students were expected to participate in internships during the summer; however, there was only participation from 44 schools and 304 students. Social norms and safety concerns hindered participation.
- The General Education Department requested a budget to manage and scale up the program next year. However, the funding request was rejected by the Ministry as they didn’t have the appropriate line items, and immediate action should be taken by senior MOE staff to ensure the mainstreaming and scale up of the STC program.
- Many MOE partners and donor programs are targeting the school counselors, such as the Learning Environment program, Ma`an Campaign and others. This puts pressure on the

limited human resources in the Counseling Division, making it difficult for them to be available to support the STC program. To address this issue, the Division drafted job description for two more members. Rapid action is needed to hire these two individuals.

- Some principals installed the new computers (which are intended for counselors) in the principals' own offices. ERSP has sent a letter to the Ministry to address this challenge and expect to see it resolved in the next quarter.

Actions to be taken

- During the coming quarter, intensive capacity building will take place with the 110 second cycle schools on Pathways to the Future with the newly added modules (the Roadmap, PI and PPP). Lead trainers should take over the responsibility for the training, with minimal support from the STC team.
- Capacity building program on Pathways to the Future will be followed up with Career counseling sessions in 110 schools on Pathways to the Future. CTT and DTT will develop mentoring plans in order to manage the implementation of the activities at the school level.
- To ensure a successful transition, senior MOE staff must address accreditation of Career counseling training hours, Career counseling unit TOR within MOE structure, establishment of a business leaders' committee and schedule of Career Counseling sessions within school program.
- Develop a comprehensive module for the Career Day activity with clearly structured elements.
- Develop TOR for the Career Centers, with clear description of services provided.
- Implement pre and post study with students in grades 8-11 in the 110 schools to measure the increase in their awareness, knowledge and skills which will improve their career choices.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 1

- The YTC team implemented the LSTS training for the 27 schools' coaches in the second cycle and provided two days of refresher training on the LSTS training activities to the lead trainers.
- After the refresher workshop the team conducted three workshops for the 78 coaches and CTT in the field (18 of the trainees in the south region, 20 in the north and 30 in middle region). The lead trainers demonstrated their training competency with the YTC team's support.
- After the training, the coaches sent their implementation plans for the activity sessions planned during the first semester, monitoring of these sessions will be done by the technical coordinators and the CTT.
- The engineering team delivered sports kits which meet the standard approved by MOE; a first aid box was added to the kit this year to assure students' safety during the sessions.
- The engineering team conducted one follow up visit to check the installation of the heavy sports equipment.
- The pilot of sports area renovation was completed in Madaba, and USAID and the MoE conducted a site visit. They reported being pleased with the quality.



- Two new employees joined the YTC team. The new Technical Coordinator will be monitoring the implementation of LSTS activities in the North region and the new Training-Administrative Assistant will support training activities.

Challenges

- The DCU should take the lead on resolving the issue of Ministry payment to lead trainers and coaches for the additional working hours they contributed in the first cycle of the program.

Actions to be taken

- Continue intensive fundraising activities to equip 21 schools in the second cycle with heavy equipment.
- The CTT and ERSP Technical Coordinators will monitor the implementation of LSTS sessions in 27 schools.
- Organize Focus Group Discussions with CTT to review and improve LSTS the training materials.
- Coordinate with MOE and Princess Basma School in Madaba to organize the launch ceremony.
- Develop materials for community sports activities, and train coaches on these materials during the second semester.

F. Program Component Area 3: Professional Development and Credentialing

The Professional Development and Credentialing Component is considered by the Ministry to be an extremely vital area. ERSP is providing an induction program for newly appointed teachers. It also provides an in-service teacher training program and a program training leaders for change, following a whole school development approach. ERSP is also implementing a professional development program specific to the effective use of the newly designed school facilities constructed through USAID JSP Project (newly added activity, Objective 5). Most importantly, ERSP is providing the Ministry with able trainers, training resources, procedures and systems, as well as policy support to institutionalize high quality professional development programs for educators, complete with protocols and systems for mentoring educators in their schools and classrooms as they strive to improve practice. ERSP and its partners have been recognized as a significant contributor to forming the new vision and framework for professional development in response to the ERfKE 2 goals.

Objective 3.1. Development and Implementation of an Induction Program for Teachers

Successes Achieved in Quarter 1

- The Induction Foundation and General covered the 30 assigned directorates.
- The MOE was very helpful in preparing and distributing an official letter with the locations of the 30 sections of the induction program within the 30 directorates. The training began on time (August 15, 2011) in all FDs except for Amman first. The training in Amman First was given a makeup session on August 21, 2011 so that the section caught up with the rest of the FDs.



- The Foundation Induction built a common ground among trainees. The PD team trained 702 induction teachers in 30 directorates. 636 trainees attended 75% or more of the training sessions. The foundation program covered four main topics: Future School in 21st Century, Communication and Feedback, Teamwork and Planning.
- 87% of the teachers were surveyed after the training was completed. The results show that 86% of the surveyed population was pleased with the training. Master Trainers reported that during the training sessions, trainees reflected their satisfaction regarding the training; they stated that it provided them with techniques that are applicable in their classrooms. The program targeted newly appointed hires and teachers with one year experience or less. The training covered concepts such as: Modern Pedagogies, Student Centered Learning, Multiple Intelligences and Learning Styles, Role of ICT in Education, Classroom Management, Evaluation and Assessment and more.
- The PD team implemented the General Induction/Future Teacher program in 30 sections within 30 directorates with a total of 390 workshops. Of the 690 teachers who attended the training 437 attended 80% or more of the training sessions.
- Trainees from Irbid First, Irbid Second, Southern Mazar, Al-Salt, Zarqa Second, Ain Basha FDs and more told Master Trainers that they started implementing and reflecting knowledge and skills acquired in the field. Trainees started planning lessons that integrate ICT with modern pedagogies into their classrooms. For example, Areej Bataineh from Irbid Second FD shared with the Master Trainer and her colleagues that an MOE supervisor visited her classroom and was impressed by her good planning skills and her integration of ICT into the classroom and wondered how she knew so much while she was a newly hired teacher.
- The MOE was informed about the difficulty in contacting teachers. MOE employees facilitated our contact with FDs (Head of Supervision departments) to provide us with the trainees' phone numbers; also we contacted the school principals to inform the trainees in their school about the training.
- Trainers distributed the tasks according to trainee's ICT skills, ensuring that at least one trainee per group is competent with ICT.



Challenges

- Amman First FD Induction Foundation training was delayed because the school (Queen Nour Secondary School for Girls) was closed.
- MOE coordinated with Aqaba FD and enrolled 16 new teachers in the General Induction training, although they did not attend the Foundation training.
- In Amman Second, Amman Third and Salt FDs meals were not provided.
- Some teachers did not make it to the training sessions on time because their school principals would not allow them to leave the school in time for the sessions.
- Some trainees have poor ICT skills which made the tasks and required longer time to assist them with the desired accomplishments.
- Training started during summer vacation, and included the fasting month of Ramadan, making it difficult to contact trainees. The arrangement with schools where training was conducted was also difficult during this period.
- Some schools were not connected to the Internet.

Actions to be taken

- 702 trainees attended the foundation at least once and 785 trainees attended the general at least once. After the general started the ERSP PD team agreed with the MOE to bring the

target down to 690, those achieving desirable attendance rates, from 800 to allow the trainees to take all three phases of the training program. Previously phase 3 reduced to one third of the overall population.

- The 16 new teachers who missed the Induction Foundation are scheduled to attend the In-service Foundation in October 2011.
- The PD team will continue to collaborate with the MOE regarding the provision of meals as agreed.
- The PD team will continue to communicate with MoE coordinators regarding participants who came late to the sessions. The MOE will continue to collaborate with the FDs to solve the issues with the teachers' schools.
- The MOE is willing to provide trainees' phone numbers to allow the PD team to make sure updates are provided concerning training activities.
- The FDs contacted the lab supervisors to address the connectivity issues. Follow up is still needed because only one school had to be changed in Mafraq (Al-Mihaniya school was changed to Rawdat Al-Amira Basma).
- Continue implementation of General Induction training (days 14-20).

Objective 3.2 In-service Professional Development: A School-based Model

Successes Achieved in Quarter 1

- Selection of and interviews with ToTs were conducted based on last year's criteria.
- 132 trainees were selected as per the Year 3 plan.
- Training to begin in August was delayed due but began in September. This training was implemented in six sections from 11 FDs with a total of 72 workshops.
- The trainees' feedback was very positive because the training provided them with real-life situations and challenges that they can relate to in their everyday life.
- 131 ToT were committed to the training, 106 trainees attended 80% of the training sessions or more (this percentage will change when Zarqa First section catches up with the rest of the sections).



Challenges

- The ToT selection took longer than planned since 72 out of 281 of the elected trainees missed the interview due to two main reasons: First, the interviews took place during summer vacation and, therefore, some trainees were out of town or couldn't be reached. Second, the FDs offices where interviews took place were far from the schools which made it difficult for trainees to attend the interview. In coordination with MOE, a "make-up" interview for TOTs was scheduled on the 10th of August for the trainees who missed the original date of the interview and the 132 TOTs were identified.
- Municipality elections caused a delay of TOT training in Jerash given that participants were engaged with these elections.
- One trainee withdrew out of the training after day six and it was difficult to bring in a substitute when 30% of the training program was completed.

- MOE asked 5 supervisors from Zarqa First to attend a different training.
- The transition with CADER during July and August was a difficult period, compounded with Ramandan and Eid. Resulting were delays in the follow-up and persistence with the MoE to keep programs moving.
 - The coordinating meeting that was to be held with FDs in July was held in August to follow up on the previous year's implementation and orient the FDs to this academic year's program and schedule.
 - The MOE letter requesting the selection of In-service schools from the 30 FDs was sent on the 29th of August, the day before the Eid holiday, rather than the beginning of August. In this letter the FDs were requested to send their final list by September 11th.
 - FDs did not send their lists in time, despite the constant communication with MOE and FDs.
- The in-service foundation will be delayed to the 31st of October due to the delay of school selection.

Actions to be taken

- The ToT training in Zarqa First was postponed so that the trainees (5 supervisors) do not miss training sessions.
- Continue implementation of ToT (days13-20).
- Coordinate with MOE and prepare to implement ToT shadowing phase.
- To speed up the school selection process in the FDs, ERSP will monitor more closely and increase frequency with the MOE training coordinators and with their contact to FDs in request of the school lists. In addition, the ERSP Liaison Officers will increase the frequency of visits to the FDs and support them to expedite the process of the school list. Some Liaison Officers agreed to collect the lists by hand to ensure that the selection won't get delayed any further.
- Select four out of eight schools from each of the 30 field directorates to implement the in-service foundation.
- Coordinate with MOE and USAID to distribute the In-service certificates.
- Coordinate with FDs to conduct follow up visits for 126 Y2 schools.
- Support MOE in identifying and selecting the schools for their ToT's implementation as part of the transition plan.
- Support MOE in planning for the implementation of the in-service training through the MOE ToTs as part of the transition plan.
- Coordinate with MOE to prepare for In-service Foundation training in 30 FDs.
- The in-service Foundation implementation will be rescheduled. The training will start on Monday, the 31st of October.
- The PD team will increase to enhance the overall management support to the PD programs given the increased number of field directorates and schools and activities underway this year.

Objective 3.3 Change Leadership Training for Principals and Supervisors

Leadership training begins in the second semester, though principals will engage in the foundation training with teachers once in-service.

Objective 3.4: Enhancing Institutional Capacity to Delivery PD Programs (MoE Reform)

Successes Achieved in Quarter 1

- The highlight of this quarter was ERSP's hosting the Transition Strategy meeting, which followed the submission of the transition strategy and annual plans for each component based on this meeting. This meeting resulted in draft transition strategies, which include the major program area activities that should be transferred from ERSP to the MoE by May of 2014. The transitions strategies brought to the forefront the realization on the part of the MoE teams their role in adapting and institutionalizing these programs. This process openly put the issue of financial, human and material resources needed for the transition and institutionalization as well as policy issues to be addressed to accomplish goals.
- The consultants tasked with fulfilling the Comprehensive Leadership Scope of Work got underway this quarter. The first trips highlighted the complex challenge underpinning this assignment, given the complex array of programs and lack of coordinated efforts. The consultants demonstrated sound technical background and provided an interesting closing summary to the trip. A consolidated draft of principal standards supporting the principals' performance was developed with QRTA, QRAEE, MoE and ERSP PD Team. This document was an important input to the Leadership SOW.
- The ERSP support team to the MoE Reform efforts submitted an operational plan to assist the Ministry in moving forward on putting the professional development framework to practice. The Minister wanted actions concerning the hiring practice of teachers, the induction program and the ETC to be the priority items.
- In furthering ERSP support to teacher recognition efforts, the MIS-Online team (MoE and ERSP combined) was in the process of planning a Recognition Ceremony for the MIS-Online teachers, supervisors and technical committee members.

Challenges

- Even given the timing of the transition strategy meeting the financial aspects were not fully articulated in time to have clear figures noted in the requested MoE budget. However, we have been assured that the ECE, MIS-Online and PD have support costs built into general line-items, the STC and LSTS may need one more year of support. Fortunately, these costs are modest.
- Coordinating the numerous stakeholders to participate in the comprehensive leadership TC is a worthwhile endeavor, yet the number of individuals around the table makes effective working sessions difficult. It was apparent that the number of days and trips of the consultants needed to be extended to accommodate the extent of the work, but also the participatory process that is requested.
- The finalized operational plan for the policy framework is still pending MoE review and feedback. The Minister's request has been sitting with DTQS who have not been active in engaging external support. The DCU stated that they would seek to engage the other TC members to support the response to the Minister.

Actions to be taken

- Finalize the transition strategies and submit these formally to the Minister. A narrative should precede these strategies to frame the context and highlight the human resource, financial and policy issues.

- Continue supporting the Leadership SOW through direct coordination with the consultant and the DCU as well as through the ERSP members serving on that technical committee.
- Follow-up with the DCU to attempt to keep the full TC engaged in supporting the action plans for the professional development framework. This continues to be a challenge, with discussion highlighting the importance of participation of the whole TC, but an inability of the MoE departments to adopt participatory process to make this a reality.
- Confirm actual date and location for the MIS-Online ceremony and continue to coordinate with the MoE team on the logistical arrangements.

Objective 3.5: School Professional Development for JSP Schools

Successes Achieved in Quarter 1

- Analyzed the staff needs of the 12 schools and adjusting the training content accordingly.
- Implemented Phase I of training (7 days) in 12 schools, and 5 days (Block I) of training in one school. This part of the professional development program managed to build the schools' teams and unifying their vision and work culture in their new schools beside coordinating, planning, and implementing a distinguished first scholastic day for their students. The training also focused on introducing the school staff to the new school model and layout.
- Implemented 2 workshops for students (on average of 18 groups in each school), the workshops titled **"My school is my responsibility"** and **"My school is my future"** were successful in all the 12 schools, which helped the schools in creating different task forces engaging students to support the school system and increasing the level of students' ownership and commitment towards their own school.
- Implemented one workshop for the school community, as a follow on to the community participation in Block 1., focused on building their awareness towards the school infrastructure, agreeing on their expected role to support the school staff and discussing ways in which they can support their children academically as well as with regard to the appreciation for the school environment and its resources.
- Training teachers and students on the rotation system successfully and the percentage of proficiency varied from school to school by 70%-90%.
- Prepared, made adjustments distributed and followed up on the scholastic timetable in the 12 schools.
- Helped schools' principals to understand the new concept of their schools, to build fruitful cooperation with ASK trainers in order to achieve the desired success, and to employ their full potential in their schools.
- Performed some useful activities with students to activate the school vision, mission and code of honor.
- Created a collaborative environment among students and teachers at schools to withstand the current situation of resources and furniture lacking.
- Started instructional activities in all school, regardless of the poor status of furnishing in the schools during first week of the scholastic year.
- Determined, mapped and then purchased schools primary needs in terms of stationery, cleaning tools and materials.



- Purchased and distributed students and teachers gifts which are notebooks for students with an image of their school on the front cover and *“I love my school”* on the back cover, and leather folders with the school name on them for teachers.
- Integrated disabled students in both Aisha Bint Abi Baker and Dahiet Al Ameer Hassan schools in classes and created an environment of collaboration and support between normal and disabled students.
- Implemented one onsite support visit for each of the three schools in Aqaba and provided the needed support for the schools in the preparation of their first scholastic day, school time table, delegation of tasks and responsibility among task forces.

Challenges

- The state of school readiness (or lack thereof) at the beginning of school year became the predominant focus rather than more directed issues of quality education.
- The persistently poor level of support or coordination from MoE and Field directorates made for some decisions that did not serve the best interest of the schools. To illustrate the point is the engagement of the principals assigned to these brand new schools who were assigned to leadership training that extended for 3 full weeks occupying them for full work days. This is untenable situation for a new school to start without the school leadership present.
- The lack of awareness of FD and MoE staff for the needs of these schools and in fulfilling their expected role and responsibilities to ensure the success of these schools’ start-up created support gaps that added to the burden of school personnel.
- Shortage in staff at the schools (teachers, custodians, guards, administrative) or the late assignment of school staff and continuous changes in these assignments contributed to the burden of existing personnel.
- The lack of clear criteria and process in the selection of teachers and principal resulted in some poor choices.
- Teachers and other school personnel were very concerned about joining the new schools and were questioning their assignment. Some of the reasons highlighted, include:
 - teachers felt that shifting to the new schools will be adding a new burden on them that would require longer working hours with intensive follow up; and,
 - concern school personnel have for the insufficient support offered to teachers and the administrative staff by the field directorates. This concern was founded in the numerous problems evident at the start of the academic year, which included the assignment of staff, shortages in textbooks, students’ registration and admission issues.
- The lack of a clear students’ registration process was problematic at the beginning of the scholastic year with continuous complaints from parents’ who wanted to register their children in the schools. The poor planning also lead to overloading the schools with more than the planned capacity (Abdelmo’en Riyadh 28 more and Alqadsyeh 44 more).
- Additional issues that influenced the operation of the school and distracted from the focus of principals’, teacher and students from the focus of teaching and learning included:
 - Critical safety issues related to schools’ locations and infrastructure specifications exist and are cause for concern.
 - The poor cleanliness in the majority of schools is an issue and due to the shortage in number of custodians to maintain high level of hygiene in schools.



- There is a security issue inside schools because of the shortage in number of school guards especially in the female schools. Among the problems were broken fire exit doors that allowed entry, low definition walls surrounding the school, and the design of the school gate which allow people easily enter the school grounds. These issues were of great concern to the staff and a burden then on them to attempt to deal with the situation. This preoccupation distracted them from other primary roles and responsibilities.
- The issue of water unavailability in most of the schools at the start of the scholastic year effective the school day and the comfort of those in the facility.
- Electricity, maintenance follow-up issues and the problem of power cuts in many schools interrupted the functioning of the school.
- Problems exist in Othman Bin Affan Basic Boys School because of the continuous misunderstanding and tension between the teachers and administrative staff, which in turn has a negative effect the educational process.
- For the three JSP schools in Aqaba, some challenges were observed in the three schools:
 - There is a shortage of teachers' number in Al Karameh Sec. Co. Girls School: teacher responsible for the lab, educational tutor and a receptionist.
 - In the 8th Ares Sec. Boys School 3 students failed in the 9th grade, 4 students failed in the 8th grade and for students who failed in the 9th grade, there is no problem for them staying in the same class as there are four vacant seats for students who are going from 8th to 9th grade, but for students who failed in the 8th grade we need to coordinate to accept them as there are no enough vacant seats for students who are moving from 7th to 8th grade.

Actions to be Taken

- Keep following up and coordinating with the responsible parties (Ministry, Directorates, etc.) to solve all the challenges and shortages we are facing in the field.
- Keep encouraging and helping principals, teachers, and students to adapt to the new schools model.
- Keep following up and supporting the school system to avoid and problems.
- Implement the next phase of the training program.

G. Program Component Area 4: School Based Management improved through Decision -Making

ERSP will strengthen the capacity of principals, supervisors and other Ministry officials to access and analysis performance against specific Key Performance Indicators (KPIs). The ERSP team alongside the Ministry has explored challenges to data integration at the central level which inhibit productive use of data to inform decision making. ERSP will work at the school level to support principals in their use of KPI data with their teachers and local stakeholders to provide pedagogical leadership and improve instruction and student achievement. The team will help field directorate planners support principals in the analysis and decision making process in addition to strengthen their own capacity in this regard. ERSP is also building local capacity for data-based decision-making by supporting the Jordan Education Initiative to develop an independent research capacity.

Objective 4.0 Preliminary Steps for Data Usage

Activities associated with the Preliminary Steps for Data Usage have been completed and next steps are now being pursued in Objective 4.1 and 4.2.

Objective 4.1 Improved Capacity at the School Level

Successes Achieved in Quarter 1

- The working group supporting the data usage activities conducted data entry training for the pilot schools to ensure that all relevant data needed to run the queries and correlations, with the exception of classroom behavior, would be entered into the system appropriately.
- A draft training plan has been developed for the pilot and roll-out phase for this academic year. ERSP and MoE are planning to conduct two rounds of piloting as follows:
 - Planned activities during the first semester include:
 - Manual development: November and December
 - Data entry training and follow-up: November – December (for all the 3 field directorate schools)
 - Data usage training: late January- early February (for the 15 pilot schools) – note Tawjihi Exams will most likely result in training in February.
 - Planned activities during the second semester include:
 - Data Usage training: late June- early July (for all 3 field directorate schools) again Tawjihi will influence the actual timing training.

Challenges

- Having ITG respond with report formats that are sensitive to the needs and ease of use by the principal. Considerable time and effort was invested by the technical team (ERSP and MoE) to ensure that this occurred.

Actions to be Taken

- The training plan for this pilot phase needs to be finalized and approved.
- The pilot phase should be fully implemented by January/February of 2012, with the completion of data from semester 1. Based on this pilot the next phase to be implemented at the close of semester 2 should be planned.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 1

- Extensive efforts have been made on the part of the ERSP team, the MoE Technical Committee, and ITG to finalize the definitions of the queries and correlations to develop the supporting online access to reports based on live data. The development process has taken 5 months longer than anticipated due to the complexities, some foreseen and others not, of the data definitions, the database architecture and the statistical analysis techniques required to run the correlations. The majority of the queries and correlations are due to be launched in October on EduWave.
- After approving the completed queries, ERSP requested ITG to launch these queries on EduWave training site in order to train EMIS responsible in the 15 pilot schools on the data entry. ERSP and MoE conducted several meetings with ITG in order to develop the correlation requirements; all correlations except classroom behavior correlation are being finalized. It is expected that they will be launched end of October on EduWave live site.
- Progress has been made in clarifying the definition of classroom behavior. It appears that a definition does exist in the paper document used for data collection, but was not uniformly represented in the EduWave system. The MoE would like to revise this template, which we would discourage given that what exists is adequate and familiar to teachers.
- After conducting several meetings with the technical committee ERSP and MoE reached to a common understanding pertaining to the training on Data Entry and Data Usage as follows:

- It is the responsibility of the MoE to train schools on Data Entry (we can support on this one also).
- It is ERSP's responsibility to train on Data Usage. (The working group prefers to attend this training.)
- It is shared responsibility to develop a training manual consist of three sections:
 - Introduction (both MoE and ERSP) – The introduction should contain the objectives of the program, target audience characteristics, importance of the data use, next steps, users responsibilities, standards and vision.
 - Data Entry (responsibility of MoE) - The data entry section supports users on aspects related to data entry, dealing with EduWave, trouble shooting and browsing aspects.
 - Data Usage (responsibility of ERSP) – The data usage section should provide guidance that enables decision makers and users to run the queries and correlations, and analyze findings to draw conclusions about school performance.

Challenges

- Coming to terms with the specific definitions of the queries and correlations as well as the expectations for what the nature of the resulting reports was quite a struggle, with ITG offering no more than what was explicitly stated rather than applying the intent into a thoughtful development of useful reports.
- The database architecture has limitations that cannot be resolved within the parameters of ERSP engagement, so they have been resolved as best as possible, albeit not to perfection that would require an entirely new database architecture.
- Because of the difficulty calculating Pearson's coefficient needed for the correlations, ITG was not readily prepared to develop the correlations properly. While they resolved the issue it cost more effort and time than planned.
- After three months of debates on classroom behavior it was realized that the paper documents for data collection have a clear definition for classroom behavior, contrary to the electronic entry. The debate continues as to move forward with the new thoughts on this definition or adopt that used in the paper document.

Actions to be Taken

- Launch the approved Queries and Correlations on EduWave. Classroom Behavior is still unfinished and needs to be finalized and added to the queries and correlations launched. Once this is done the contract with ITG can be closed out.
- The training plan will include training for the central MoE team to develop their capacity to not only use the queries but to also train on their usage.
- The training plan will include Field Directorate training in collaboration with the schools as well as training on the FD specific queries and correlations.
- Based on the pilot training activities lessons learned should be considered and the next phase to be implemented at the close of semester 2 should be revised accordingly.
- MoE is planning to add Data Use responsibility to official principal responsibilities to ensure the usage of these queries and correlations.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 1

- Completed the data analysis for the ICT study.
- Developed the framework for analyzing the ICT in education professional development programs-the mapping study.

- Attended training in quality assurance and proposal development.

Challenges

- Find good candidates to work with the JEI in developing the Education Policy and Data Center.
- The data analysis process for the ICT survey took more time than expected and was very complicated.

Actions to be Taken

- Select a good consultant to work with the JEI in developing the education data and policy center.
- Finalize the ICT in education study report.
- Finalize the ICT in education mapping study.
- Identify a consultant to work with the JEI.
- The JEI's M&E department will organize a training on results-based management for all JEI's staff.
- JEI will complete the purchase of pertinent material resources valuable to their professional development objectives.

Result and Deliverables Status

The PMR Targets and Deliverables Component sheets are attached.



ERSP Year 3 QR1
PMR Targets Deliverat

Training

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
Component 1: ECE													
1	ERSP/ECE Component	Capacity Building for Central Staff	17 July-11.	21-Jul-11	5 days Management by Results Workshop	Save the Children			JD 648.97		15	8	
2	ERSP/ECE Component	Capacity Building for Central Staff	11 Sep-11.	15-Sep-11	5 days Monitoring & Evaluation Workshop	Save the Children			JD 639.16		15	9	
Component 2: YTC-MIS													
1	MIS-Online TOT Manual preparation.	MIS-Online	18,21,23,25,28 -Aug-11	4	TOT	Amman/MoE				MIS Working Group	8	4	
Component 2: YTC													
1	YTC-LStS	TOT – LStS Enhancement Training for lead Trainers	September 7th 2011	September 8th 2011	LStS sports activities sessions	Amman/ all regions		1288.300 JD		Lead Trainers	9	2	
2	YTC-LStS	TOT - LStS	September 11th 2011	September 15th 2011	LStS sports activities sessions	Irbid		4081.620 JD		PE supervisors, division heads and teachers	18	9	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
3	YTC-LStS	TOT - LStS	September 18th 2011	September 22nd 2011	LStS sports activities sessions	Amman	5136.210 JD			PE supervisors, division heads and teachers	30	12	
4	YTC-LStS	TOT - LStS	September 18th 2011	September 22nd 2011	LStS sports activities sessions	Wadi Mousa	3987.980 JD			PE supervisors, division heads and teachers	20	7	
5	YTC-STC	Pathways to the Future Enhancement Training for Lead Trainers	September 27th 2011	September 28th 2011	Interactive Applied Learning Approach in Career Pathways Exploring	Amman/ all regions	1289.265 JD			CTT members and DTT lead trainers	10	4	
6	YTC-STC	YTC-Internship Activity	17-Jul-11	28-Jul-11	Internship	Center	Waiting Forms from counselor				65	43	Internships are on the job training for select STC students. There was no direct delivery by save.
7	YTC-STC	YTC-Internship Activity	17-Jul-11	28-Jul-11	Internship	North	10213.98 JD				150	76	Internships are on the job training for select STC students. There was no direct

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments	
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females		
													delivery by save.	
8	YTC-STC	YTC-Internship Activity	17-Jul-11	28-Jul-11	Internship	South		5326.270 JD				92	71	Internships are on the job training for select STC students. There was no direct delivery by save.
Component 3: PD														
1	Foundation - Induction	The program aims to demonstrate main concepts about planning, change management, communication, and building vision with newly hired teachers.	15-Aug-11	19-Aug-11	Workshop	30 training sections in 30 directorates (Amman1, Amman 2, Amman 3, Zarqa1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid1, Irbid2, Irbid3, Al Koora, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag , Badia north	27,405.9	1,869.1			Newly hired teachers and teachers with one year experience or less	702	567	No. of trainees was adjusted from 800 to 690 according to approved Y3 plan.

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			City/ Venue	Instruct	Travel	Trainee	Group Name	Total	
						west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba, Maan.							
2	General - Induction	The program aims to build capacities of newly hired teachers to play their modern roles in schools and classrooms, includes 5 blocks (be a good teacher, student centered learning and teaching, integrating ICT in education, authentic evaluation, personal skills)	22-Aug-11	24-Oct-11	Workshop	30 training sections in 30 directorates (Amman1, Amman 2, Amman 3, Zarqa1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid1, Irbid2, Irbid3, Al Koora, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag , Badia north west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba,	69,141.86	5,607.36		Newly hired teachers and teachers with one year experience or less	785	634	No. of trainees was adjusted from 800 to 690 according to approved Y3 plan.

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
						Maan.							
	Training of Trainers (TOT)	Build capacity of MoE educators in the 1st years, 7 FDs, to carry out the PD program in the future. Providing needed coaching, training, and planning skills.	12-Sep-2011	13-Oct-2011	workshop	Six sections with a total of 132 Trainees from 11 FDs (Amman 2, Amman3, Zarqa2, Aljeeza, Al Salt, Badia north west, Badia north east, Mafraq, Koura, Bani Kenana, and Jarash)	14,509	938.10		Teachers, principals, & supervisors from Y2	132	74	One female trainee withdrew after day six.
JSP													
1	JSP teachers, principals, and administrative staff trained on the Part I block 1	This Part consists of 7 workshops titled: "The school of future", "The new school building" "Teamwork in the school" "The school culture", "The school vision", "The	7 days	21hours	Awareness and planning session	Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa.	\$58,543.33	\$4,826.25	\$16,197.27	All school staff, some parents and the local community	469	312	The numbers are with "Safeiah Basic Co. Girls School" attended the first block of part 1.

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
	module “ The New School Model” and block 2 module “ The new school community ”	rotation process”, and “Planning for the first school day” targeted all school staff, parents and the local community and aimed to build commitment, awareness of the new school model a new positive school culture, vision and code of honor, identifying and distributing schools teams responsibilities and tasks.											
2	Onsite support where conducted since the beginning of the academic year in the 12 schools.	All onsite supports aim to provide support and follow up of school staff in implementing new practices in schools, ensure the transmission of the impact of education on schools and ensure the continuity of the implementation of new practices in schools.	20 days	8 Hours daily in total of 160 hours per school	Onsite support	Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa.	\$ 95,634	\$ 15,177.77		All school staff	612	340	The onsite support was conducted by 1 or 2 or 3 master trainers based on the situation and the period challenges at each school
3	“My School is My	This workshop aims to form teams for students, to identify	1 day	1 hour		Amman, Irbid, Ramtha, Madaba,	\$5,739.66 5			All school students from grade 1	7957	3922	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
	Responsibility”	the roles and responsibilities of each team by areas of work where students are divided into four teams: Hygiene Team, The School Beauty Team, The School Culture Team, and The Extra-Curricular Activities Team.				Rsaifah, Zarqa.				to the highest grade in each school.			
4	‘ My School is My Future’	This workshop aims to help students be more pride because of being students in these schools by helping them to know more about their schools facilities, equipments and parts and knowing their roles toward their schools.	1 day	1 hour		Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa	\$5,739.665	*	*	All school students from grade 4 to the highest grade in each school.	7991	3972	The number is without Dahiet Al Ameer Hassan School
5	A workshop for the local community	This workshop aims to activate the role of students’ parents and the community as partners in schools.	1 day	3 hours		Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa	\$ 4,554	*	*	25 attendee from the local community and 5 from the school administrative staff	360	259	
6	Principal coaching and support	This workshop focused on building the capacity of the	Training: 1 day	3 hours			\$ 4,554.00			Principals, principals assistants,	39	21	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
		school principals to build the school schedule, and introducing him to the principal manual The support also included a weekly onsite support of total of 3 hours/ weekly for 4 weeks.	Onsite 4 days	12 hours						computer teachers			
7	Onsite Mentoring and support in the schools third semester-3 schools of 2010	Follow up and support the schools which were launched last year 2010 in the planning and preparation needed to start their scholastic year smoothly.	1 day	8 Hours			\$ 759.00			Teachers, principals and administrators	123	84	
Component 4.3: JEI Strengthened Monitoring and Evaluation of the JEI													
1	SPSS Course	This was an intermediate to advanced course on using SPSS to analyze quantitative data	12 day	23		Amman	1,130			JEI	2	1	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
2	Quality Improvement Tools	The objective of this course was to provide participants with the knowledge and practical skills on quality measurements, developing control charts, and then using the proper quality tools and techniques to improve and sustain quality.	3 days	12		Amman	352			JEI	1	1	
3	Proposal development workshop	The course covered the following: -USAID solicitation types -Reading the RFP and understanding evaluation criteria -Partnership roles: responsibilities of primes and subcontractors -Developing a technical proposal outline -USAID's results framework and your technical approach -Presentation of key CV's, the management section, implementation	2	12		Amman	695			JEI	2	1	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
		plans, monitoring and evaluation plans, capacity statements and organizational charts -Strategies for a cost-effective cost proposal											

Project management

Field Trips

Date	Details
Component 1.1: ECE	
No field trips during this period of time.	
Component 1.2: ECE/ KG Renovation & Furnishing	
Jul-11	Supervised the renovation works for cluster 4 (a, b, and c)
Aug-11	Supervised the renovation works for cluster 4 (a, b, and c)
Sept-11	Supervised the renovation works for cluster 4 (a, b, and c)
Component 2.1 YTC/ MIS	
No field trips during this period of time	
Component 2.2: YTC / STC	
17-28- Jul-11	40 field visits carried out by YTC team to 41 work places national wide to monitor the implementation of students' internship program done by 44 schools in collaboration with CTT at the field directorates.
31-Jul-11	A field visit was conducted to Al Thamina School in Aqaba with the donor (Radisson Blu), Creative Associates and MoE representative to finalize the CCC wall removal issue and agree on the specifications.
1-28-Aug-11	Seven Field Visits took place by technical coordinators to seven field directorates to collect the evaluation tools and forms and invoices for the Career days and Internship programs
Component 2.3: YTC / LS	
Jul-11	Supervised the renovation works for the sport playground (the pilot one)
Aug-11	Supervised the renovation works for the sport playground (the pilot one)
11 -15- Sept-11	Master LSTS workshop done in Irbid for the coaches in five directorates in the North region
18-22-Sept-11	LSTS work shop done in Amman for the coaches in four directorates at the middle region
18-22-Sept-11	LSTS workshop done in Petra for the coaches in four directorates at the south region
29-Sept-11	A Field visit was conducted to Princess Basma School in Madaba to coordinate with the school principal and coach on the ceremony which will be organized in November.
Component 3: PD	
27-Sept-11	Bahieh Tamimi and Suhaib Al-Omari attended the ToT training for Al-Salt and Amman Second FD to ensure that the training is according to standards and they listened to the trainees' remarks and feedback.
29-Sept-11	A visit to Sweileh Secondary School for Girls was conducted with consultants Sara Bubb, Peter and Lama Saqr from ERSP PD to attend ToT training. The consultants were observing the training sessions and then they asked trainees specific questions related to the leadership programs.
JSP	
28-Aug-11	A visit was conducted to Othman Bin Affan Basic Boys School in Amman 3/ Sahab. Where Mr. Mohammad Hourani from ASK and Ms. Katherine from Creative who accessed the school to make sure of the validity of the work.
4-Sept-11	Some field visits were conducted to Al Qadesiah Secondary Co. School in Ein Al Basha and In Saad Bin Abi Waqas Basic Boys School by Ms. Susan Ayari Education Team Leader/ USAID, Dr. Eileen St. George from Creative and Mr.

	Mohamamd Hourani from ASK to review the progress and the quality of work in the first day of school.
25-Sept-11	A field visit was conducted by Mr. Mohammad Hourani “General Manager of ASK” to Jabal Tareq Basic Boys School to follow up the progress of work at school.
27-Sept-11	A visit was paid by Al Shareefa Sura Bint Ghazi to Al Qadesiah Secondary Girls School/ Tabarbour to view the current conditions of the school by Dr. Eileen/ CA and Mr. Mohamamd Hourani/ ASK attendance.
Component 4: Data Use	
1, 2-Aug-11	ERSP and MoE conduct a visit to Petra’s pilot schools to introduce the EMIS responsible to data use queries and correlations

H. Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1.1: ECE		
17-21 July 2011	Dr.Mahmoud Abu Ali	Result Based Management (workshop)
11-15 September 2011	Dr.Mahmoud Abu Ali	Monitoring and Evaluation (Workshop)
September-Jan	Linda Sabbarini	Support ERSP /ECE in improving the QA system, including analyzing, and reporting mechanisms
Component 2.2: YTC/ STC		
September, 2011 (3days)	David – James Wilson (International Consultant)	Distance TA for PI & PPP components and integrating PI & PPP sessions in STC ToT Manual
September 2011 – July 2012	Linda Sabareni	-Evaluation study for STC and LSTS - STC tracer - STC quality Assurance tools
Component 4.3: Strengthened Monitoring and Evaluation of the JEI		

Annexes

I. Quarterly Report Activity Status Chart

The Quarter 1 Detailed Activities Charts for all components are attached.