



EDUCATION REFORM SUPPORT PROGRAM (ERSP)

YEAR 3 QUARTER 2 REPORT

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Education Reform Support Program (ERSP)

Quarterly Report October 1, 2011 to December 31, 2011

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Executive Summary

This second quarterly report for Year Three of ERSP covers the period between October 1, 2011 and December 31, 2011.

The highlight of the quarter was the submission and Ministry review of the transition plan, which outlines how ERSP programs will be taken over by the Ministry for long-term sustainability. This progress was made despite even more changes in Ministry leadership. The current Minister is the seventh who has served during the tenure of ERSP. Unfortunately, the frequent leadership transitions have a destabilizing effect on the operations of the Ministry and result in delays in ERSP implementation in some cases. During this quarter ERSP also deployed a new Deputy Chief of Party (who was the former home office Project Director), and assigned a new Project Director to replace her, so the management team is fully staffed again.

The ECE component made some accomplishments this quarter, and also faced some setbacks related to the transitions in Ministry leadership. The new Component Leader settled into her role well, while training, PI activities and renovations continued apace. Perhaps the most progress was made on Quality Assurance, where a committed group in the Ministry met repeatedly to review and revise the tools based on last year's feedback, tested them in the field and finalized them for use in the spring semester. The setbacks included continuing conflict about the vision of the Comprehensive Training Program (CTP), and delays in the formulation of various important working groups tasked with reviewing the principals' KG training, the revised supervision tool, and the special needs referral tool, to name a few. The Ministry also did not hire 14 well-qualified individuals to be KG supervisors, despite the urgent need for them; the sustainability of several ERSP ECE activities depends on having a sufficient cohort of professional KG supervisors.

It was a successful quarter for YTC. MIS-Online was successfully transitioned to Ministry implementation, with the only outstanding issue of incorporation into the curriculum left to be resolved. The Hard Spots working group gathered data from the field and from Tawjihi results to determine three topics within the curriculum which require enhanced, digitized curriculum support. School to Career was extremely active, implementing *Pathways to the Future* with 110 schools around the country. ERSP furnished 71 career counselor offices and renovated four counseling centers. Life Skills through Sports activities were implemented by 24 coaches with support from the YTC team, and six sports areas were completely renovated and handed over to the Ministry. One primary challenge remained this quarter related to the Ministry's payment of fees (as agreed) to the counselors, the trainers and the coaches. ERSP is actively following up to resolve this issue.

As with previous years the implementation of the professional development activities has faced highs and lows. Delays still beset the implementation schedule, impacted from the previous quarter. However, the ERSP partner managed to keep the progress steady and overcome several significant challenges. Commitment to participation in a select number of schools and field directorates remains a problem not only for ERSP but for the Ministry who is simultaneously implementing their first round of professional development following the ERSP model. Enforcing accountability at the school and field directorate levels remains a challenge for the MoE in these politically charged times.

This quarter brought yet more significant transitions in the MoE, including the Minister and the Managing Director of the Training Department. The MoE Reforms efforts, the team feels, suffer a major set-back with the transitions within the Ministry. Leadership is not only important but essential to progress with these major reform initiatives. With the fluctuation in leadership agendas emerge within the MoE that are not aligned with the vision of the reform and discussion within the

MoE become insular. The ERSP sponsored Leadership consultancy was subject to such politics, with the MoE not assuming strong leadership in backing the consultant and individual agendas impeding the fluency and focus of the consultant engagement.

The Data Use component has made significant strides this quarter with the finalization and launch of all queries except the classroom behavior query, to be launched in January, and the development of all correlations, also to be launched in January. The pilot training plan has been developed and agreed upon with the MoE Planning Department and subsequent roll-out have been approved in theory with finalization to occur following the lessons learned from the pilot. A significant barrier and concern for the MoE continues to be the EduWave system architecture that houses this wealth of significant data, but lacks forethought to means of data extraction.

In the next quarter, implementation will continue full-swing across all component areas. The feedback of Component Review meetings held with USAID in December will be incorporated into activities, enhancing and in some cases shifting our approach to strengthen the impact and sustainability of the project.

Acronyms

CADER	Change Agent for Arab Development and Education Reform
COP	Communities of Practice
CTP	Comprehensive Training Program
CTT	Core Training Team
DCU	Development Coordination Unit
DTQS	Directorate of Training, Qualifications and Supervision
DTT	Directorate Training Team
DU	Data Usage
ECD	Early Childhood Development
ECE	Early Childhood Education
ECT	Education Training Center
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Technology Center
FD	Field Directorate
G1-3	Grade 1 to 3
HS	Hard Spot
ICT	Information Communication Technology
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
QRC	Queen Rania Center
QRTA	Queen Rania Teacher Academy
SDDP	School and District Development Plan
SOW	Scope of Work
STC	School-to-Career
TC	Technical Committee
TOR	Terms of Reference
TOT	Training of Trainers
TS	Tracer Study
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 objectives of ERSP are:

- 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 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

Successes Achieved this Quarter

- Submitted the transition plans for each component and received feedback from the Ministry about the plans.
- Deployed a new DCOP in October. The new DCOP was already familiar with the project because she supported ERSP since its inception from Creative's home office.
- Conducted cross-component discussions about school leadership to ensure coordination of all ERSP activities involving principals.
- Conducted component review meetings with USAID resulting feedback incorporated into activities, enhancing and in some cases shifting our approach to strengthen the impact and sustainability of the project.

Challenges

- The change in leadership of the Ministry itself, and certain critical departments within the Ministry (such as the Directorate of Training, Qualifications and Supervision, DTQS) slowed progress on Ministry actions across the component areas.

Associated Actions

- Prepare to provide the new Minister an orientation to the goal, objectives and activities of ERSP.
- Follow up on the transition plan by conducting Technical Committee meetings to formally endorse the plans and determine next steps for each component or major activity area.

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 2

- Conducted two TC meetings to discuss ERfKE II ECD work plan and the activities achieved.
- Received requests for proposals in December to resume the capacity building workshops. A short list was prepared to be shared with MoE for the final round of selection.
- Identified one MoE/ECD Directorate staff member to carry out M&E activities, as per work plan.

Challenges

- The ECE team needs to develop the KG supervisors' competencies, and the competencies should be based on the supervisors' job description. However the MoE has still not finalized the supervisors' job description.

Actions to be taken

- The ECE team will continue following up with the Ministry to urge the completion of the supervisors' job description. In the meantime, we will not wait for it, but instead go ahead and draft the competencies based on our knowledge of the role and then revise as necessary once the job description is final.



Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 2

- Completed the renovations and furnishing for all KGs in cluster 4 (40 KGs) and all 40 KGs were handed over to the MoE.
- Completed the assessment for the next cluster of 60 KGs (Cluster 5).
- Supported 60 schools in conducting opening ceremonies for 71 KG classrooms. The ECE team attended seven of these.
- Developed and distributed a visual tool to support KG teachers to organize their KG classrooms' physical environment.
- Established and handed over four regional ECE training centers to MoE. These centers are being utilized for ERSP ECE trainings.

Challenges

- There was a delay in receiving the new list of KGs from the MoE despite months of preparatory time working with them and this affected timeline. Due to the delay, the number of KGs was increased from 35 to 60 as the team met with FD who could provide more insight to appropriate locations, to ensure the project timeline is maintain for the completion of all 370 KGs.
- The 14 newly selected ECE supervisors were not appointed this quarter. As a result, there are not enough supervisors to conduct in-class coaching and mentoring of KG teachers on managing the physical environment as planned.
- Supervisors are supposed to identify champion teachers through the use of the supervision tool (teachers in "high-scoring" KGs are considered "champion"), but the newly modified supervision tool is still waiting approval.

Actions to be taken

- Tendering for Cluster 5, 60 KGs, will be done in January 2012.
- The ECE team will provide in-class mentoring and support to KG teachers on organizing and managing the physical environment in the field directorates with existing supervisors and ask the other field directorates to support.
- Follow up on the approval of the enhanced supervision tool. Fortunately the cause of the delay is not reluctance to provide the approval, but merely the occupation of relevant staff in Tawjihi duties.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved in Quarter 2

- Twenty four teachers, supervisors and MoE staff members received ToT training on the National Interactive Curriculum and how to be effective trainers. The MoE staff members were impressed with the caliber of the participating teachers and supervisors, who will be part of a pool of candidates for CTT selection.
- Forty-one teachers and six JSP teachers from all regions received trainings on managing and organizing the KG physical environment at the newly established ECE training centers.
- Modified the ECE supervision tool in cooperation with MoE relevant staff members. Conducted a two day training workshop for the supervisors and then tested the tool in the field.



- Developed the materials for the principals' KG training package. The COP will be integrated in the Principal Training Package and the Supervisors Training and not as a stand-alone activity.
- Supported MoE in the development of the ECE newsletter. The topics were selected and edited. A designer was contracted to set the design upon the previously approved template.

Challenges

- The ECE team faced delays from the Ministry in formulating the working groups requested to approve the supervision tool, the principals' training package, the development of G1-3 materials and the special needs referral tool.
- Since the newly selected ECE supervisors were not appointed the CTT could not be selected, and this resulted in delaying setting the plan for their capacity building.
- The CTP working group was dismantled and a new working group will be selected. The progress on the CTP continues to be hampered by the Ministry's desire to protect the Wisconsin training.

Actions to be taken

- Continue following up with the Ministry on formulation of working groups for the principals' package, the supervision tool, developing G1-3 materials and the special needs tool.
- Meet with senior Ministry leadership to resolve the issues preventing progress on the CTP and redouble efforts with the reconstituted working group.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 2

- Fifty-six KG PICs received refresher trainings on PI.
- Twenty G1-3 PICs received refresher trainings on PI.
- Twenty-nine G1-3 PICs received training on PI.
- Four hundred fifty-one G1-3 teachers and 65 principals received trainings on PI by trained PICs.
- Financially supported all KGs in Jordan and 68 G1-3 (expansion phase) classrooms to conduct the open house activity.
- Formulated a working group to develop the ECD Home Packages.
- Selected pilot phase target schools to deliver 1,250 ECD Home Packages, in designated "poverty pockets" and areas of low KG enrollment.



Challenges

- There was a reduction in parent volunteering in classes toward the end of the quarter due to the weather.

Actions to be taken

- Develop and gain Ministry approval on the contents of the Parent-Child Packages.
- Conduct site visits in G1-3 PI classrooms for quality assurance and feedback on implementation.
- Begin developing PI impact assessment tools as discussed in USAID component meeting.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved in Quarter 2

- Conducted seven meetings in October with representatives of all the relevant departments at the Ministry to revise the QA manual and indicators.
- Conducted internal audits at 14 KGs with MoE QA central staff members and two supervisors to test the last modified QA administrative and technical tools. The testing was a success, and identified minor changes to be made in the tools.
- Finalized the QA audit tool, which will be reflected in the manual.

Challenges

- Awaiting approval of QA manual, which is expected to be done easily after Tawjihi exams.
- The small number of supervisors will hamper the implementation of the QA system in the next semester.

Actions to be Taken

- Train QA staff on the revised system including tools and manual in February.
- Print and distribute revised tools to be used in the spring semester.

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 2

- ERSP conducted the MIS-Online recognition ceremony for schools, teachers and supervisors who participated in implementing MIS-Online last academic year. The ceremony was under the patronage of H E Minister of Education Dr. Tayseer Al-Noa'imi on October 8, 2011. Participants and Ministry staff seemed exceptionally pleased with the event and it was well attended.
- ERSP and MoE developed MIS-Online ToT manual. The manual was approved by MoE Training directorate and was used in the ToT program.
- ERSP in cooperation with DTQS conducted the MIS-Online ToT. This training was divided into two parts: the first part was one-day for MIS supervisors to define roles and responsibilities pertaining to the Ministry's implementation of MIS-Online trainings. The second part of the training was the MIS-Online ToT for 16 Supervisors and 43 teachers. The MIS-Online ToT pre-test/post-test analysis showed progress in trainees' knowledge and skills as a result of the training.
- ERSP reviewed DTQS's implementation plan for MIS-Online, and prepared the MIS-Online follow-up plan, since the MoE is now taking the lead on implementing MIS-Online nationwide.
- A WG was formulated to be responsible for the MIS-Online monitoring and evaluation.



- Working on the Hard Spots activity, ERSP conducted a special curriculum mapping exercise to map all MIS concepts covered in the previous four Tawjihi rounds, in preparation for identifying the Hard Spots.
- ERSP in cooperation with MoE WG conducted the Hard Spots (HS) field survey in all three regions over three days. This survey was conducted after getting the approval on the Hard Spots survey tools from the managing directors. After that ERSP and MoE WG completed the data collection phase of the survey directed to MIS teachers to define difficulty of all MIS subjects. All data was compiled and analyzed.
- ERSP and the Examination Directorate completed the data analysis and decided on the hard spots that will be enhanced with digitized content.
- Regarding the Tracer Study (TS), ERSP and the MoE contacted four universities to inform them about the Tracer Study and ask for their collaboration in collecting data from MIS graduates who are currently enrolled in university.
- ERSP met with the Assistant Dean of Student Affairs at the Hashemite University on the Tracer Study. Accordingly ERSP conducted the tracer study survey on a selected sample of MIS Tawjihi students at the Hashemite University.
- ERSP met with DCU to discuss the MIS Technical Committees (TC) reformulation, roles and responsibilities for each TC, and requested to add an administrative support person to each TC (to take minutes of meetings, etc.).

Challenges

- The remaining Universities were preparing for the start of semester exams; therefore there was no time to conduct the Tracer Study survey this semester in three out of the four target universities.

Actions to be taken

- MIS curriculum hard spots will be introduced to MIS technical committee on the 17th of January 2012. ERSP will take the responsibility of working on the first three hard spots while the second set of three hard spots will be digitized by QRC.
- ERSP will conduct spot checks for QA and to support the Ministry in their M&E activities on MIS-Online. ERSP will meet the MIS-Online M&E WG to work on a sampling plan and school visits schedule for the next semester, the MIS-Online classroom observation tool, a project assessment tool to assess student's projects and skills acquired and a strategy, plan and timelines for collecting the data.
- Conduct the tracer study survey in the remaining universities and analyze data.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 2

- Carried out two parallel training workshops in the North and South regions for the counselors on *Pathways to the Future*.
- Furthermore, second round training consisting of three workshops on *Pathways to the Future* was carried out in three regions.
- By the end of October, six training workshops were conducted to build the capacity of 102 educational counselors on *Pathways to the Future*. The 11 lead trainers were able to demonstrate their training competencies, while the YTC team monitored their performance, and organized wrap-up sessions at the end of each training day, to provide them with feedback on their performance and guide them for the next day.



- An observation tool was developed to evaluate the competencies of the trainees, for the purpose of selecting the competent counselors to be lead trainers for next year; also the evaluation will be based on observations of the applied STC sessions at the schools.
- Following the training workshops, a planning meeting was carried out with the CTT to build their capacity on mentoring and monitoring the career counseling sessions. A module on STC mentorship was developed and circulated among the CTT.
- By the beginning of November, 102 counselors developed career counseling plans and coordinated with their schools' management to start the school-based Career counseling sessions with students from grade 8-11. Assuming full implementation (four sessions for each class within each grade), the counselors should have engaged over 33,000 students in career counseling sessions. We will have the confirmed number of beneficiaries in the next quarterly report.
- YTC technical coordinators carried out with CTT in the field directorates visits to observe the implementation of the Career counseling sessions and monitor the performance of the counselors.
- Distributed the toolkits to 110 schools, to enhance the implementation of the career counseling sessions at schools.
- Worked with M&E consultant to develop assessment tools to measure the increase in student attitudes, knowledge and skills of their career choices. These tools were reviewed with the MOE Technical Committee and the pre-survey implemented on a sample of students from grade 8-11 before starting the STC activities.
- Submitted a list of nominated Career Centers for cluster 2. The YTC team carried out field visits to assess all selected centers based on criteria.
- Sought donations from private sector to provide Career Centers with magazines and periodicals.
- Furnished 71 counselor offices and four career centers.
- Identified the next 97 counselor offices and 13 career centers to be renovated and furnished.



Challenges

- Even though we successfully completed the training and the implementation in all the schools during this quarter, covering 110 schools simultaneously presented a challenge. Because of the total number of schools, only one or two site visits could be carried out to each school to observe the implementation of the career counseling sessions. We would prefer to visit the school at least four times during the semester in order to assure quality implementation and high performance of counselors.
- We trained 102 out of 110 targeted counselors. The missing eight counselors did not attend due to leaving their jobs as counselors, maternity leave and sick leave.
- The Ministry has committed to paying the fees for the lead trainers, but still has not paid them from last year and this year. This has a negative effect on the morale of the trainers and their motivation to continue the program.
- Establishing Communities of Practice (CoP) at the Career Counseling Centers will take time, because the counselors are so new to the elements of career counseling that ERSP is introducing. They will need to become familiar with the content and practice delivering it before they can contribute substantively to professional exchange with other counselors.

Actions to be taken

- Re-visit the roll out plan for the STC program to decide if we need to modify the number of schools for year 4 and year 5. Currently the plan for year 4 is to target 110 schools, and 32

schools in year 5. We could shift some from year 4 to year 5 to rebalance the workload and enable our team to provide more extensive support to each.

- Upon the approval of the transition strategy, the issue of payment and integrating the STC activities into the MOE will be resolved. In the meantime, the YTC team will follow up with the DCU, which has committed to getting this accomplished.
- Training sessions on Pathways to the Future will be organized next quarter for the eight counselors who missed the previous round of training and for the 6 counselors in phase 1 as well, an induction day for principals in phase 2 who didn't attend during the 1st semester.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 2

- The coaches in the 24 schools were able to develop their work plan for the LSTS activities. Most of the coaches sent their plans electronically to the Technical Coordinators, and the coaches in Middle region established a group on Facebook under the name of LSTS to exchange experiences among each other. One school in Zarqa managed to attract volunteers through the social networking site.
- A planning meeting with the Core Training Team organized to build their capacity on monitoring activities and tools.
- The schools were on track in the implementation of the LSTS sessions. Field visits carried out by the Technical Coordinators to the schools jointly with the CTT. The monitoring reports will be collected by the beginning of the next semester to have the exact numbers of participating students, volunteers, number of sessions and issues during implementation.
- The coaches organized parents' orientation sessions in most of the LSTS schools to promote the objectives of the program and advocate for their support to encourage their children's participation.
- YTC sought and gained one donation to equip schools in Madaba and Zarqa with the needed heavy sports equipment.
- Developed Terms of Reference for a consultant to develop modules on PI, PPP and community sports activities and enhance the existing LSTS training materials.
- Developed an evaluation tool (focus group discussion) for coaches, students and parents to be implemented by the end of the scholastic year to measure the implementation of the LSTS program.
- Developed a brief note for USAID visit to a school in Madaba to attend the opening of the renovated sports playground. This note was sent to the Minister and he declined to patronize the event. The event will be organized during the coming quarter when the weather improves for outdoor activities.
- Completed full renovation of six sports areas and handed over to MoE completing aesthetic finishes on the remaining sports areas prior to handing over.



Challenges

- As with the STC program, the trainers' fees and after school fees are still an issue at the MOE.
- Targeting neighboring schools and after school hours implementation was an issue in seven (out of 24) schools this year. The remaining 17 participating schools are implementing with at least one other neighboring school, sometimes with two or three neighboring schools. This is an improvement from last year.

- The renovation plan is not parallel to the implementation plan of the LSTS sessions.
- Winter weather conditions delayed the completion of the sports areas renovation activities.

Actions to be taken

- LSTS strategic review will be carried out next quarter to identify challenges in the program and address suggestions for improvement. This review note will be discussed with USAID.
- Follow up with DCU on getting the approval on the coaches' payments.
- The renovation works for the coming cluster will be begin in the summer and completed by the end of September.

F. Program Component Area 3: Professional Development and Credentialing

The Professional Development and Credentialing Component is considered by the Ministry to be vital. 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 new school facilities constructed through USAID Jordan Schools Project (JSP). 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 2

- Completed the Induction General training at the end of October covering the 30 assigned directorates. 590 trainees (out of 763 target trainees) attended 80% or more of the sessions.
- Surveyed a sample of 138 trainees after completing the training. The scores for teachers' satisfaction about the training content, implementation, and benefits was high (88%). Sampled teachers satisfaction regarding the timing of the training was relatively low (65.7%), which affected the average score. Feedback from the quality assurance visits showed that the program raised awareness among the teachers and promoted a sense of ownership towards their schools.
- Approximately 800 lessons were designed and implemented by participants utilizing modern pedagogies and integrating ICT.
- Presented a solution for the implementation of Induction Specialized in response to the challenges last year which resulted in insufficient numbers of participants. The Induction and In-service Specialization programs will be merged into a single roll-out.
- Developed three new viable options for an alternative mentoring program that can address MOE's concerns. The most viable and promising will be the shift to a school-based model of mentoring. The school-based option for mentoring of newly appointed teachers was approved by the Managing Director of DTQS. Principals and one teacher from each school will be trained.



Challenges

- The specializations of nearly 50% of the newly-hired teachers identified by the MoE for participation did not fall into the targeted specializations of the ERSP Induction Specialized program. The result is that there are insufficient to open sections in all FDs, making the MOE FD-based training policy inefficient and impractical. The numbers are as low as one or two trainees per specialization in some FDs.
- The MOE added 16 newly-hired teachers who were identified late; thus they missed the Induction Foundation. These teachers, however, were given a chance to make up the Foundation training in October.
- In Induction General, some teachers complained that the training venues are not suitable. The venues were changed where possible to address the concerns.
- There were delays in the provision of meals in some directorates, but follow up with field directorates helped to minimize the problem.

Actions to be taken

- The new option for the implementation of Induction Specialized program, approved by MOE, will be implemented this year during the second semester. ERSP will attempt to divert other trainees who do not fall within the specializations offered to other suitable national programs such as: diverting KG teachers (22) to the national ECE program and diverting counselors (11) to ERSP STC program.
- To increase the benefit from the induction program in the coming years, the PD team will work with MOE on the following:
 - Explain the technical nature of the ERSP Induction program in addition to the differences between this program and that of the MOE which has an administrative focus.
 - Study the Induction numbers and support the MOE in mapping out the specialization of the newly-appointed staff so they can assign them appropriately to the program with the technical focus or the more administrative one.
- Implement the new school-based mentoring model in the second semester.

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

Successes Achieved in Quarter 2

- In response to the recommendations of the mid-term evaluation, the PD team incorporated into the training materials a clear road map of the In-service program. The road map shows where the trainee is now and where s/he will be after completing a certain program, in addition to adding the accreditation and attendance requirements. This section is available in the first booklet of every training program the participant attends. The PD Master Trainers were instructed to revisit the program road map and accreditation requirements at the beginning of every program with the trainees to remind them of the accreditation requirements and to help them develop an overall picture of the program.

In-service Training (Foundation and School-Based):

- Implemented the final online exam for In-service teachers and principals who attended 80% or more of workshops from the 18 FDs in Y2. 95% out of 1056 who took the exam passed.
- Started the In-service Foundation training on October 31st and ended on December 1st in 120 schools in 30 FDs.
- Most trainees (1622 out of 1910 trainees) attended 75% or



more of the In-service Foundation training sessions. The participants were highly engaged and assigned tasks were completed with good quality.

- Training started for the In-service General training on December 5th in 117 schools in 30 FDs and will resume at the beginning of the next semester.
- The PD team facilitated more active communication between MOE and FDs to guarantee better support in the field and to activate the role of MOE liaison responsible to facilitate the program implementation and address challenges.
- The PD team increased participation through active follow-up and extra site visits to promote school engagement.

Y2 Schools Follow up Visits:

- Completed four follow-up visits to each school that received training last year, totaling 488 follow-up visits in the 18 FDs for 122 schools. Reports on the follow-up visits reveal that many good practices are being sustained after the end of project support, such as:
 - Communities of Practice are active in 105 schools.
 - Sixty percent of principals are assuming leadership roles and supporting teachers in their implementation.
 - Ninety-six schools are still working on and applying Y2 projects.
 - Eighty-two schools are planning and applying new projects.
 - One hundred and five schools are still planning and designing student-centered lessons.

ToT Training:

- Six sections of ToT training were implemented in 11 FDs with a total of 72 workshops. One hundred twenty-nine out of the 131 trainees attended 80% or more of the training sessions.
- Implemented surveys with all participants in ToT training after the training. Results showed that the score for trainees' satisfaction about the training content was high (89.2%). The score for trainees' satisfaction about the training benefits was very high (90.2%). Again participants' satisfaction was relatively low regarding the timing of the training (60.3%).



MOE Trainers (Transition Strategy Activity):

- Twenty-eight MOE Trainers implemented the MOE In-service Foundation training in October in seven FDs in 28 schools and managed to reach 76% of the target population (448 participants).
- More effective communication has been established between the ERSP PD team, the MOE and FDs to support the trainers in managing, coordinating and preparing for program implementation.
- Provided three types of support to MOE Trainers as they implemented the program:
 - Empowered MOE and FDs by holding meetings with Heads of Supervision and the MOE trainees before the In-service Foundation training and before the In-service General training. In these meetings, the team discussed challenges they might face during implementation, planning and preparation for the training workshops.
 - Provided technical support for MOE trainers through holding rehearsals at the directorate level. Conducted two rehearsal events for the In-service Foundation and two rehearsals for the In-service General for MOE trainers in the seven participating FDs.
 - Conducted four coaching and mentoring visits for each MOE Trainer during their first implementation.
- ERSP has allocated funds to provide the needed materials for the In-service General training implemented by MOE Trainers (for this year) to ensure the training quality. ERSP bought and distributed needed materials, including CDs of training materials, to the directorates to respond rapidly to the need and keep training on track.

Challenges

In-service Training (Foundation and School-based):

- Faced postponement in the Foundation training in Ramtha FD due to civil disturbances.
- The MOE decided to shift their implementation of in-service from twinning to a single school-based model, while ERSP's model is based on twinning. After learning about the Ministry's approach, five ERSP schools refused to twin with other schools.
- Due to lack of motivation, nine schools from seven FDs refused to join the training even after making initial commitments.
- There are 117 schools participating in the In-service school-based (General) course with a registered population of 1,856 out of the anticipated 2,160. The target number was not achievable given the Ministry policy that temporary teachers may not participate in training and a low number of full-time teachers in some schools. The number of registered participants from each school ranged from six to 32.
- Only 38% of the participating schools had what we consider excellent rates of attendance and these were fairly evenly distributed across the regions. A disproportionate number of those schools with excellent attendance are female schools (84%).
- In the school-based training, FDs were not able to motivate 16 schools to participate. These schools needed positive interference to make teachers and principals cooperate. In some schools ERSP was able to change the training days to accommodate teachers' requests.

Y2 Schools Follow-up Visits:

- Some troubling findings include: in nine schools the principals were changed; in another school all participating teachers were transferred, while in yet another only one teacher remained from the group that had been trained. A portion of the trained teachers (ranging from one to six) were transferred in 26 other schools.
- Some participants were not pleased because they were not able to take the exam, or did not get the HED scholarship, or were not selected for the TOT program. These individual disappointments had a negative effect on the enthusiasm and morale of the schools' teams.
- Scheduled class visits during the 2nd, 3rd, and 4th but follow up visits for some teachers were not conducted because they were either not ready or not present at school. Master Trainers informed the principals and teachers of each follow up visit date in order to avoid such occurrences in the future. In addition to this, the ERSP team collaborated with the MoE to issue a formal letter scheduling all seven follow up visit dates for every school.
- Teacher and student strikes in Irbid and Salt prevented some follow-up site visits from being conducted.

ToT Training:

- Selection of ToTs was problematic because 72 out of the 281 initially selected trainees missed interviews due to summer vacation and the distance of the interview venue. After coordinating with MOE to solve the dropout issues in the field, we completed the implementation of the ToT with a final number of 131 participants.
- Communication and coordination among the MOE and the FDs was not as efficient as needed to coordinate the ToT training. This subsequently affected teacher attendance and commitment, especially with the compounding issues of meals delays and transportation.
- Ten participants out of 131 dropped out of the ToT training program. All drop-outs were replaced except one who withdrew from the training after day six and it was difficult to bring in a substitute when 30% of the training program had been completed.
- Delays were experienced during implementation of the ToT training program: in Zarqa 2nd due to other trainings and in Jerash due to municipal elections.
- The MOE thought that the main aim of shadowing is to evaluate MOE's ToT participants and therefore they refused to authorize the shadowing activity. This was in conflict with the previous issue of the MOE having insufficient performance data to select the short-list of

potential trainers to implement in the 28 schools. There is a reluctance to inform MOE employees about the quality (or lack thereof) of their performance.

MoE Trainers:

- Lack of coordination between ERSP, the MOE, FDs and schools resulted in the following:
 - No budget for training materials and booklets for this year's implementation of the Ministry program.
 - Inadequate and under-equipped training venues in Zarqa and Karak.
 - Poor communication between central MOE and the FDs. For instance, MOE changed the trainers for the school-based program without informing the FDs of the change.
- There has not been consistency of MoE appointed trainers for multiple reasons including: difficulty in leaving their schools to provide onsite support; family permission to serve as a trainer (female); and MOE decision to change trainers (22 of 28 trainers were changed) to allow more to have the experience across the phases of the school-based program and to benefit from incentives.
- The MoE roll-out, similar to that of ERSP, faced resistance for training and onsite support and with little means to hold schools accountable for participation and performance. MOE did not follow ERSP model in respect to twinning schools for the school-based training workshops.
- MOE trainers are not yet achieving as high quality in implementation as they are capable of in part due to the following:
 - They do not prepare well before they implement training due to short notice for the rehearsal and unavailability of training materials.
 - Some MOE Trainers were not informed by the Heads of Supervision about the rehearsal time.
 - Fourteen MOE Trainers have average communication skills and are unable to deal with trainee resistance appropriately and need further reinforcement.

Actions to be taken

In-service Training (Foundation and School-based):

- Further discuss incentive schemes with MOE that could motivate schools and teachers who decline to join the program, in absence of the new promotion scheme coming into effect.
- The follow up visits for Y2 schools will resume next semester and all the schools will be reminded of the visit dates earlier.
- A meeting with MOE took place emphasizing the importance of the MOE's support in the field. Based on it, an invitation for a meeting will be extended to all 30 Heads of Directorates participating in the PD this year as well as the Heads of Supervision and the liaison officers. At the meeting ERSP and DTQS will emphasize the important role of the Directorates and will seek their cooperation and commitment to the program.
- ERSP Master Trainers will continue to remind all participants about the importance of their attendance for their accreditation. They used the MOE letter about the obligation of attendance that was issued last year encouraging all teachers to attend all training workshops.

ToT Training:

- Improving the assessment process for ToTs to be gathered by the Master Trainers during the TOT program. Assessment rubrics for monitoring performance were designed and will continue to be administered.
- Further enhance the MOE understanding of the shadowing phase and its significance to sustainability and transition plans in the development of the TOTs as quality trainers. Assessing performance provides information concerning the trainers' capacity to the MOE as needed. The PD team reached agreement with the Ministry and the shadowing will be implemented with the second part of the In-service school-based and with the In-service specialized.

MOE Trainers:

- Support will continue with MoE trainers including the coaching and mentoring visits and the rehearsal activities to improve their training and communication skills and to increase their commitment to the program.
- Coordinate communication between former MOE trainers and new replacement trainers so that school information is shared as well as experiences and lessons learned.
- Continue to advocate an open line of communication with MOE trainers and to continuously call them to receive updates on all activities.
- Continue documenting lessons learned this year in order to share them with MOE, so that they have clear guidelines for the implementation support strategy that allows daily follow up, monitoring of the implementation process and sustainability of implementation.

Objective 3.3 Change Leadership Training for Principals and Supervisors

Leadership training begins in the second semester. Principals already received the foundation training with teachers during the in-service implementation.

Successes Achieved in Quarter 2

- Ninety-nine principals from the target population (119 participants) were trained in the Foundation program; 92 of them attended 75% or more with their school teams.
- Eighty-two principals of 119 schools demonstrated excellent leadership skills by supporting and encouraging their school teams and ensuring that teachers are highly engaged.



Challenges

- The Leadership program was postponed by three weeks due to the Tawjihi exams, contrary to the Ministry's initial request to set the original date during Tawjihi. The new date of implementation has not been assigned yet due to the current MOE employees' protests and delays in Tawjihi correction.

Actions to be taken

- In collaboration with the MOE, assign a suitable time for the Leadership program and ensure an official letter is issued to all trainees.

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

Successes Achieved in Quarter 2

- The Ministry provided feedback on the transition narrative that outlined the strategy developed with the MoE technical committees for each component or major activity area. The feedback was relatively minor, and more contextual than substantive.
- The Leadership consultant team completed their assignment and submitted a final report. ERSP shared comments back to the consultant team and disseminated a revised version to the MoE. The consultants produced some useful documents, if not fully meeting the expectations of the MoE.
- The MoE Reform team and the Ministry developed leadership standards for both principals and supervisors. The preliminary work on principal standards previously completed by the MoE with ERSP, QRTA and QRAEE helped to jumpstart this process. Principals and supervisors that participated in the process were pleased with the new design and content of

the standards. QRAEE was extremely helpful in grounding the standards in the Jordanian context.

- The Leadership consultants presented the MoE with areas that should be considered in the curriculum framework supporting the professional development of school leaders, supported by research on areas of focus that have a higher impact on student achievement.
- The Operational Plan for the Professional Development Framework was translated into Arabic to orient the new Managing Director of DTQS to the plan, progress to date and next steps towards bringing these key aspects of reform closer to reality.

Challenges

- At the risk of sounding repetitive, experiencing yet another change in Ministers is threatening the progress on the major institutional reform issues. While the ERSP direct implementation can continue with minimal obstacles, the sustainability plan and major reform actions outlined that were on the brink of moving forward with H.E. Dr. Tayseer have lapsed back significantly since his departure.
- The Leadership consultants faced unexpected resistance to exploring in-depth Leadership materials from the SDDP program. The Canadian contractor withdrew their participation in the leadership meetings without providing an explanation. It seems there is a narrow perspective that responsibility for the PD of *supervisors* lies with the SDDP program only and should not be considered part a holistic and comprehensive leadership program.
- The development of the standards had great moments, but also moments of despair. The members of MoE working group changed periodically and attendance was inconsistent. This resulted in circular discussions, backtracking on consensus points and time spent orienting new individuals on the purpose and intended outcomes.
- The new Managing Director of DTQS was beginning to understand the reform issues related to the Professional Development Framework as well as the Transition Strategy and was engaged in discussions on how to move the initiatives forward. Just as the team was bringing the orientation and awareness to a close and moving into decision making and action, she was removed from post and the previous Managing Director returned.
- It appears that the discussions on the ETC are shifting to what could result in simply a cosmetic change to DTQS. Furthermore, the MoE has become more insular this quarter in dealing with the major reform issues. They have not convened the working group which included donor and external representatives who participated in the development of policies, systems and action plans.

Actions to be taken

- The MoE should host a series of technical committee meetings to endorse the transition strategy narrative and present this to the Minister.
- Follow up with the Leadership working group to review the final report and establish the action plan for utilizing the products emerging from the report, including the standards, the new supervisor job description and the curriculum framework.
- Work with USAID to find means to reopen donor engagement in the MoE reform issues and strategy development.

Objective 3.5: School Professional Development for JSP Schools

Successes Achieved in Quarter 2

- Finalized Block 3 workshops that consisted of five streams of parallel training with high levels of attendance from the majority of schools.
- Implemented follow up and support for principals, resulting in outcomes such as school plans and projects underway and



- improved capacity to manage the school and deal with challenges the schools are facing.
- Implemented the students' workshops and community workshops with evidence of students and community engaged in creating a more positive school environment.
 - Supported inauguration events conducted in two schools with USAID and MoE officials.
 - Completed the implementation of 3rd semester activities in the three schools in Aqaba.
 - Prepared and designed over 150 action plan projects. A minimum of two action plans from each school team has been executed. Samples of some of the most distinctive projects implemented to date are attached in **Annex 3**.
 - Honored distinctive students and teachers for the purpose of disseminating the culture of excellence inside schools.
 - Activated the use of the social media networks (such as Facebook, Twitter and LinkedIn) in the majority of schools by publishing their achievements and success stories.
 - Conducted an "open day" with 300 persons in Um Qaisr, encouraging local community and teachers to communicate more freely about children in the school.

Challenges

- School related challenges:
 - There is still insufficient staff for the schools, including teachers, guards, nursery staff, nurses, technicians, and administrative staff.
 - Limited male teacher commitment to attend the training.
 - The absence of principals for long periods to attend other MoE training.
- MoE and FDs challenges:
 - Management support from the responsible parties in both the Central and Field Directorates is limited.
 - Student numbers have increased in some schools in Amman 4 Directorate while the management and planning support from the Amman 4 Field Directorate has been weak and problematic.
 - In Aqaba, the FD maintenance team is still unfamiliar with pumps and air-conditioners, which required requesting external support.
- Logistic Challenges:
 - Safety issues related to the schools' locations and infrastructure.
 - The continuous electricity power cuts in many schools are disruptive, interrupting class sessions and causes outbursts among the students.
 - Unreliable availability of water in the majority of schools is extremely problematic for school cleanliness, students' hygiene and bathroom facilities.
 - Delay in activating smart boards hindered the implementation of some action plans.
 - Lack of educational materials like books in library, and science laboratory tools.
 - Distance between schools affected training attendance and forced us to increase the number of training sections.
 - Maintenance is a challenge in the majority of schools (such as heating, elevators, sanitation, sound system, emergency doors, etc).

Actions to be Taken

- Continue to support the school system to address identified problems.
- Continue to contact responsible parties (Ministry and Field Directorates) to solve challenges and shortages faced by the schools and the field directorates.
- Start training in Safieh School in Russaifeh if the school is ready for the second semester.
- Start the second semester activities in schools and module 4 of the training program.
- Plan the first batch of change dissemination events with the school.
- Conduct the second principals' bi-monthly workshop.

- Implement *Methods of Teaching and Learning* training with Um Qsiar and the remaining sections for Abdel Munem Riyadh, specifically the workshops on students discipline and on teaching and learning which were not attended.

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

Preliminary steps were completed in previous quarters.

Objective 4.1 Improved Capacity at the School Level

Successes Achieved in Quarter 2

- The MoE and ERSP conducted data entry training and reinforcement in the pilot schools as well as other schools in the field directorate. This will ensure that data needed to run the queries and correlations is entered into the system appropriately, in preparation for the training on use of the queries and correlations. Data entry is underway.
- Drafted the training plan that includes the approach to be taken, roles and responsibilities, target groups, training workshop outline, and formative assessment needs. The plan was approved by the MoE WG and the Managing Directors of DTQS, Planning Directorate, and QRC.
- Reviewed the data entry training manual and prepared for drafting the data usage training manual.

Challenges

- The development of the classroom behavior query took longer than planned, but is currently being completed.
- There are some final issues to be addressed with the achievement query to make it more functional for schools. The achievement query cannot be used for upper secondary as the EduWave structure is not amenable to this without, according to ITG, significant changes with cost implications.
- The EduWave EMIS system was seemingly constructed in an experimental fashion with a vision and scope that lacked a macro lens and user perspective. While it serves well enough as a data storage system, data extraction and use has proven to be a different matter.

Actions to be Taken

- Finalize and launch the classroom behavior query by the third week in January.
- Develop and gain approval of training materials by the end of January 2012.

- Implement pilot training February-April 2012 with the completion of data from Semester 1 and including site visits for formative assessment.
- The roll-out plan, which incorporates lessons learned during the pilot phase, will be reviewed again and approved.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 2

- Completed the negotiations for the definition, structure and application of the classroom behavior tools to support the classroom behavior query.
- Reached agreement with the MOE and ITG on the definition of all correlations and developed them.
- All correlations are under preparation for publishing on the training site after applying the requested amendments.
- The Ministry granted ERSP access to EduWave to browse all queries and correlations in order to develop the training program.

Challenges

- Reaching consensus on how classroom behavior will be defined and categorized into a measurable format to be developed electronically.
- The Examinations Department did not wish to use the classroom behavior forms currently used in schools. They sought a more elaborate (yet unspecified) plan for a new measure of classroom behavior. It was agreed that the working group would review a proposal by Examinations for a different approach when they have one ready.

Actions to be Taken

- Launch all approved queries and correlations on EduWave, and close out the contract with ITG.
- Implement the pilot phase of the Data Use training, collecting formative assessment data in the process.
- Based on lessons learned during the pilot phase, modify the roll-out plan and implement the next phase following the end of semester 2.
- MoE will seek to confirm “Data Use” as an official responsibility of principals to ensure the usage of these queries and correlations.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 2

- JEI was able to raise the capacity of its team via organizing two training workshops: *Results based M&E*, and *Writing evaluation reports*. Respectively, twelve and thirteen JEI staff members, seven of which were females for both sessions, attended these courses. These courses will further enable project managers to support the M&E staff when it comes to designing the M&E framework for their projects. JEI extended the invitation to partner organizations to attend the training. It was attended by representatives from the following organizations: Madrasati, Queen Rania Teachers Academy, the Jordan River Foundation, the Royal Health Awareness Society, Al Aman Fund for the Future of Orphans, Queen Rania Teachers Award, the Ministry of ICT, and the Ministry of Planning.
- The involvement of JEI in M&E projects continues during this quarter. The Arabic draft report of the ICT study was completed, and the second draft report of the ICT mapping was completed and shared with ERSP.

- JEI also made progress under Task 3 (i.e., Increase skills to promote self sustainability). JEI explored potential consultants to support JEI's Education Policy and Data Center. We are currently working on identifying the most able technical expertise for its development.
- The Evaluation Institute offered a cost share of tuition for JEI senior staff enrollment in five additional courses at The Evaluators' Institute, with ERSP agreeing to pay for the cost of travel and per diem.

Challenges

- ERSP and JEI noted the lack of flexibility of the PO mechanism and lack of clarity on performance and reporting expectations. These issues were resolved through discussion.

Actions to be Taken

- JEI will work with the Ministry of Education and Ministry of ICT to organize an event in February to launch the findings from the ICT survey. JEI will also work on the English summary of the ICT study.
- JEI will finalize the ICT mapping report with input from the ERSP to be followed by submission to the MOE.
- ERSP and JEI will determine the most appropriate source for technical expertise in establishing the Policy and Data Center and seek USAID's concurrence for the selection made. Following concurrence, JEI will quickly seek to engage the selected source to fulfill the SOW.
- Participation of JEI staff in The Evaluator Institute courses during the month of January.
- Presently, JEI is in the process of aligning its organization structure and M&E capacity building plan.

Result and Deliverables Status

The Summary Sheet of Targets Vs Actuals for each component is attached.

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 Parental Involvement Program	K-3 Parental Involvement coordinators (PICs) refresher training (Central, North, and South Regions)	One day	Six hours	One day session	-Amman Teachers Club (Nadi Al Mualemeen)		112.67 per-diem	236.6	Directorates staff (K-3 PICs) (KG 53 PICs) (G 1-3 20 PICs)	16	8	3 MoE staff, 2 ERSP, 7 drivers	
			One day	Six hours	One day session	-Mafrqa Teachers Club (Nadi Al Mualemeen)			167.25		15	4	1 Directorate staff, 2 ERSP, 7 drivers	
			One day	Six hours	One day session	-Amman Teachers Club (Nadi Al Mualemeen)				185.9		14	4	1 MoE staff, 2 ERSP, 5 drivers
		One day	Six hours	One day session	- Aqaba					197.88		17	8	1 Directorate staff, 2 ERSP, 7 Drivers
		One day	Six hours	One day session	- Amman Teachers Club (Nadi Al Mualemeen)					371.83		10	1	1 MoE staff, 4 ERSP, 7 drivers
		One day	Six hours	One day session	- Irbid 2/Ruqaya Bint Alrasool School					205		17	3	2 ERSP, 5 drivers
2	ERSP/ ECE Parental Involvement Program	Grade 1-3 Expansion Phase Parental Involvement training/ School Principals and Teachers (Central, North, and South Regions)/ trained by newly appointed PICs	One day	Six hours	One day session	- Irbid1/ Jamila Bu Azza			70.42	G1-3 School Principals and Teachers	18	17	1 ERSP	
			One day	Six hours	One day session	- Bani Kenana/Ibn Rushd				119.7		14	12	1 ERSP ,3 Directorate staff

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	
			One day	Six hours	One day session	- Karak/ Al Qatraneh School			105.63		15	12	1 ERSP,4 Directorate staff
			One day	Six hours	One day session	- Al Qaser/ Al Qaser S.S.			135.2		26	23	1 ERSP, 5 Directorate staff
			One day	Six hours	One day session	- North Ghore/ Al Aramsheh School			115.49		11	10	1 ERSP,4 Directorate staff
			One day	Six hours	One day session	- Karak/ Al Mansheya School			92.95		13	12	1 ERSP,2 Directorate staff
			One day	Six hours	One day session	- Karak/ Al Waqidi School			91.54		15	14	1 ERSP,2 Directorate staff
			One day	Six hours	One day session	- Madaba/ Basma School			82.39		8	7	1 ERSP,3 Directorate staff
			One day	Six hours	One day session	- Theban/ Theban P.S			147.88		20	19	1 ERSP,3 Directorate staff
			One day	Six hours	One day session	- South Mazar/ Mutah P.S 1			158.45		18	17	1 ERSP,5 Directorate staff
			One day	Six hours	One day session	- South Mazar/ Mutah P.S 1			158.45		18	17	1 ERSP ,5 Directorate staff
			One day	Six hours	One day	- North West			111.26		16	14	2 ERSP , 2

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	
					session	Badeya/ Directorate Training Center							Directorate staff
			One day	Six hours	One day session	- Irbid 2/ Mazar P.S			169		22	20	1 ERSP , 3 Directorate staff
			One day	Six hours	One day session	- Irbid 2/ Nuaemeh S.S.			154.92		20	20	1 ERSP , 3 Directorate staff
			One day	Six hours	One day session	- Jeeza/ Lubban School			84.5		10	9	1 ERSP , 1 Directorate staff
			One day	Six hours	One day session	- Irbid 3/Hofa S.S.			161.97		16	15	
			One day	Six hours	One day session	- Ramth/ Um Kalthoum School			140.84		16	15	
			One day	Six hours	One day session	- North East Badeya/ Al-Sa'adeh S.S			39.43		7	6	
			One day	Six hours	One day session	-Kora/Nadi Al-Mualemeen			352.11		40	37	
3	ERSP/ECE Component ToT	A training of trainers for Early Childhood Education	Three days	Six hours	3 days session	Belle Vue Hotel	2203.6	413.3		Group 2 teachers	24	24	Trainees came from different directorates and each was treated as an individual

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	
													case, only 10 trainees were paid transportation fees.
4	ERSP/ECE Component PE	A training on organizing and managing the KGs physical environment	Three days	Six hours	3 days session	Northern ECE Training Center (Sareeh Secondary School for Girls)	331.6	422.5 per-diem		Teachers from the North Region	8	8	
			Three days	Six hours	3 days session	Central ECE Training Center (Western Shemisani Secondary School for Girls)	325.4			Teachers from the Central	14	14	
			Three days	Six hours	3 days session	Southern ECE Training Center (Learning Recourses Center/ Karak)	267.3			Teachers from the South	10	10	
			Three days	Six hours	3 days session	Teachers from the central	343.6			Teachers from the central	10	10	Two teachers brought their children
			Three days	Six hours	3 days session	Teachers from the South	305.5			Teachers from the South	9	9	Two newly appointed coordinators in ERSP attended the training One

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			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
													MoE staff member attended the training
Component 2: YTC-MIS													
1	MIS-Online ToT	Training MIS supervisors and teachers on how to be trainers of MIS-Online / Training of Trainers	4days/ 4 sessions 3days / 3sessions		TOT	Aqaba/ Aqaba secondary school for girls Amman/ Ain al Jalout school	0	228.5	1823.041	MIS supervisors and teachers	66	42	
Component 2: YTC													
1	STC/ Pathways to the Future Workshop	Pathways to the Future as an applied learning approach breaking down activities for career counseling	4 days	5 Hours and 30 Minutes/ training day	Workshop	Middle region/ Al Qwiesma sec Girls school	Trainers fees will be provided by MOE	1412.42	2967.07	MoE - School Counselors	51	26	Numbers include school counselors and Principals
2	STC/ Pathways to the Future Workshop	Pathways to the Future as an applied learning approach breaking down activities for career counseling	4 days	5 Hours and 30 Minutes/ training day	Workshop	North region / Al Sariyh-Al Khansaa sec. Girls school	Trainers fees will be provided by MOE	1540.96	2896.13	MoE School Principals and Counselors	49	26	Numbers includes school counselors and Principals
3	STC/ Pathways to the Future Workshop	Pathways to the Future as an applied learning Approach breaking down activities for career counseling	4 days	5 Hours and 30 Minutes	Workshop	South region/ Al Karak Directorate	Trainers fees will be provided by MOE	1416.66	1643.83	MoE school principals and counselors	34	22	Numbers includes school counselors and Principals
4	STC/ Pathways to the Future Workshop	Pathways to the Future as an applied learning approach breaking down activities for career counseling	4 days	5 Hours and 30 Minutes	Workshop	Middle region/ Ein Al Basha sec. Boys school	Trainers fees will be provided by MOE	1478.81	2107.89	MoE school principals and counselors	35	21	Numbers include school counselors and Principals

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	
5	STC/ Pathways to the Future Workshop	Pathways to the Future as an applied learning approach breaking down activities for career counseling	4 days	5 Hours and 30 Minutes/ training day	Workshop	South region/ Al Qaser sec Girls school	Trainers fees will be provided by MOE	1975.98	1884.21	MoE school principals and counselors	31	15	Numbers include school counselors and Principals
6	STC/ Pathways to the Future Workshop	Pathways to the Future as an applied learning approach breaking down activities for career counseling	4 days	5 Hours and 30 Minutes/ training day	Workshop	North region / Kufr Soum sec. Girls school	Trainers fees will be provided by MOE	1360	2544.83	MoE school principals and counselors	37	15	Numbers include school counselors and Principals
Component 3: PD													
1	Induction - General	The program aims at building the capacity of newly hired teachers. It Empowers teachers with the needed Knowledge, Skills and attitudes to carry out their roles as educational leaders in their schools and classrooms.	20 Days / 20 Sessions	3hrs / session	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 Koor, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag , Badia north west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba, Maan.	82,984.00	6,542.01	108.76	Newly hired teachers	763	625	Completed

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	
2	Training of Trainers (TOT)	Build capacity of MOE educators from Y2 from 11 FDs in order empower them to carry out the PD program in the future.	20 Days / 20 Sessions	4hrs / session	workshop	Six sections with a total of 131 Trainees from 11 FDs (Amman 2, Amman3, Zarqa2, Aljeeza, Al Salt, Badia north west, Badia north east, Mafraq, Koura, Bani Kenana, and Jarash)	59,961.0	636.96	45.77	Teachers, principals, & supervisors from Y2	131	73	Completed
3	In service - Foundation	The program aims at creating common grounds among teachers form the same school and enable them to create a common vision and mission for their schools. In addition, it covers concepts such as planning, change management, communication to increase the commitment and sense of school ownership among teachers.	4 days / 4 sessions / 5 Onsite supports	3hrs / Session/ 5 hrs / Onsite support	workshop and onsite support	119 schools within the assigned 30 field directorates from year 3 (Amman1, Amman 2, Amman 3, Zarqa1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid1, Irbid2, Irbid3, Al Koor, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafraq , Badia north west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba, Maan)	44,210.00	6208.66	75.05	In-service teachers, lab technicians, principal assistant, and principals	1910	1142	Completed

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	
4	In-service School-based	This training aims at enhancing in-service teachers' effectiveness and creates an increased level of commitment towards education and teaching.	12 days / 12sessions/ 7 Onsite supports	3hrs / Session 5 hrs / Onsite support	workshop and Onsite support	63 sections within the assigned 30 field directorates from year 3 (Amman1, Amman 2, Amman 3, Zarqa1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid1, Irbid2, Irbid3, Al Koor, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag , Badia north west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba, Maan)	414,920.00	31,723.89	220.35	In-service teachers, lab technicians, principal assistant, and principals	1883	1115	On going
5	Follow up visits for Y2 in service training program schools	Provide support for schools to sustain the change and development initiated during the training year. Reactivate dormant schools' teams to plan and implement new school projects. Attend class visits where teachers integrate ICT with	7 Days / school	5 hrs / follow up visits	Onsite support / class visits	122 schools assigned in year 2 FDs (Amman First, Amman Second, Amman Third, Zarqa First, Zarqa Second, Irbid First, Al Tafilah, Al Karak, Ma'an, Al Jeeza, Al Salt, Badia North	Included in In-service School-based cost	Included in In-service School-based cost	Included in In-service School-based cost	122 schools from year 2 In service training program			Completed 4 follow up visits / school. Total number of follow up visits is 488. Total number of class visits attended is 511.

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	
		modern pedagogies and provide teachers with constructive feedback				West, Badia North East, Al Mafraq, Al Koura, Bani Kananah, Jerash, and Ajloun)							
6	MOE trainers implementing school based training	Provide coaching and QA for MoE trainers who were identified in year 1 in service training program and who are currently implementing school based training in the 7 field directorates assigned during year 1 training.	6 Coaching and QA visits / MOE trainer	8 hrs / Visit 3 hrs/ rehearsal	Coaching and QA visits, Rehearsal, Orientation meetings	28 schools identified from Y1 7 FDs (Amman First, Irbid First, Ajloun, Zarqa First, Ma'an, Al Karak, Al Tafilah).	Included in ToT cost	Included in ToT cost	Included in ToT cost	MOE Trainers	28 MOE trainers + 20 new ones during School-based training	Not consistent	Completed 4 rehearsals sessions, 4 coaching and QA visits, and 2 orientation meetings
JSP													
1	Second Phase/ Part 3	This part aims to enable school teams in the following fields: - Modern methods of teaching and learning. - Management and discipline of students. - The optimum utilization of school resources. - Leadership and management. - Activating the role	-10 days 5 days 5 days 8 days	30 hours 15 hours 15 hours 24 hours	Educational training and awareness workshops	Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa.	\$40,769.25			The 12 schools teachers: teachers were divided into 5 school teams, each team consists of 5-8 teachers	475	277	

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	
		of parents and the local community.	5 days	15 hours									
2	Onsite Support	Onsite support aims to provide support and follow up with school staff in implementing new practices in schools by ensuring the transmission of the impact of education in schools and ensuring the continuity of the implementation of new practices.	60 days	8 hours (5 days a week)	Onsite Support	Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa.	\$141,680			All school staff	612	340	The onsite support was conducted by 1 or 2 or 3 trainers based on the situation, the period and challenges in each school.
3	Onsite Support	Principal coaching and support			Onsite support	Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa	\$13,662			Principals	12	6	
4	Onsite support	Onsite Mentoring and support in the schools third semester-3 schools of 2010			Onsite support	Aqaba	\$2,277			Principals	3	2	
Component 4.3: JEI Strengthened Monitoring and Evaluation of the JEI													
1	Ten Steps to Results Based M&E	JEI conducted a two days internal training, the training from 16-17 Nov 2011. Participants from different departments in JEI (Project Management, Admin and Finance, Research and Innovation). The course was the first in Arabic language and it	2 days	16 hours	Group	Amman/The Children Museum of Jordan	2,470	-	1,530	JEI	12	7	The details of the training were shared with ERSP/ Creative's home office

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	
		focused on designing a result-based M&E system.											
2	Writing Effective Evaluation Reports	The course focuses on optimal methods for reporting evaluation findings and sharing data. Three main topics included: report writing, using technology to graphically displaying evaluation findings, and sharing findings beyond the delivery of a final report.	2 days	16	Group	Amman/Queen Rania Teachers Academy	5,985	2,500	--	JEI	13	8	The training was delivered by an international consultant; the travel cost includes the ticket, per diem and accommodation.

Project management

H. Field Trips

Date	Details
Component 1.1: ECE	
14,15,16,17,20,22,24,23,27,28- Nov-11	Delivered opening ceremonies packages to (Amman 2,4,5, Irbid 2,3, Kora, AlQaser,South Mazar, Karak, NW Badieh, NE Badieh,Bani Kinana, Jiza, Madaba,Thiban, Jarash and Salt directorates) to support schools to conduct opening ceremonies.
1,4,5,6,7,8-Dec-11	Delivered opening ceremonies packages to (Mugar,amman3, South Shoneh, Tafila, Busaira, South Badieh, Petra, Maan and Aqaba) to support schools to conduct opening ceremonies.
11,14,20.2-Dec-11	Visited six newly renovated KGs (, Al Nuaimh/Irbid2, Alaliah/Salt, AlMarqeb/Amman4, Hai Al Karama/NW Badiah, AlArqam/Bin AlArqam/Amman3 Hafsa Bint Omar/Amman2,) to ensure proper implementation of the PI program.
6,11,14,20.21-Dec-11	Conducted KG opening ceremonies at (Al Taibeh Sec/Irbid3, Al Nuaimh /Irbid2,Alaliah/Salt,AlMarqeb/Amman4, Hai Al Karama/NW Badiah , AlArqam/Bin AlArqam/Amman3 Hafsa Bint Omar/Amman2,).
6-Dec-11	Conducted a meeting with all the Volunteers at Al Taibeh Sec. School / Irbid 3
15,18,22 Dec 2011	Mentored a supervisor at North, Central and South Directorates using the Supervision Tool.
18-Dec-11	Conducted a meeting with 3 KG classroom's teachers at Ein Ghazal School / Russaifa, to provide them with technical support.
Component 1.2: ECE/ KG Renovation & Furnishing	
Oct-11	Supervised the renovation works for cluster 4 (a, b, and c)
Nov-11	Supervised the renovation works for cluster 4 (b, and c)
Dec-11	Complete Furnishing all Cluster 4 KGs (40) and 4 ECE centers
Component 2.1 YTC/ MIS	
4-Dec-11	Middle Region HS identification workshop in Ein Jaloot School (collect data from teachers by HS tool).
6-Dec-11	Northern Region HS identification workshop in Al Husun School (collect data from teachers by HS tool).
8-Dec-11	Southern Region HS identification workshop in Maan comprehensive school (collect data from teachers by HS tool).
20-Dec-11	ERSP to collect data from the Hashemite University students sample using the Tracer Study tools.
Component 2.2: YTC / STC	
20,21,22,23,24 - Nov -11	Visited 6 STC schools at the center region to carry out the pre-evaluation study.
20 ,21,22,23 24Nov-11	Implementation of the Pre-Evaluation Tool in 5 schools in Southern Ghor, Al Qaser and Al Karak Directorates.
27,28,29,30-Nov-11	Attend STC session at school in Al Qaser Directorate. Meetings in Southern Ghor, Al Qaser and Al Karak Directorates to follow up on the mentoring plans.
4,5,6,7,8-Dec-11	7 visits to Amman 1 directorate schools to attend career pathway sessions. 2 visits to Ean Albasha directorate schools to attend career pathway session. 2 visits to Mouagare directorate schools to attend career pathway sessions.
4 ,5,6,7,8-Dec-11	3 visits to Southern Ghor Directorate schools to attend STC sessions. 3 visits to Al Qaser Directorate schools to attend STC sessions. 2 visits to Al Karak Directorate schools to attend STC sessions.

20 Nov -22 Dec-11	17 visits to 14 schools in Irbid 2 Directorate to attend STC sessions. 17 visits to 15 schools in Bani kanana to attend STC sessions. 11 visits to 7 schools in Ramtha to attend the STC sessions.
11 ,12,13,14,15- Dec-11	2 visits to Southern Ghor Directorate schools to attend STC sessions. 2 visits to Al Qaser Directorate schools to attend STC sessions. 4 visits to Al Karak Directorate schools to attend STC sessions.
11,12,13,14,15- Dec-11	7 visits to Amman 3 Directorate schools were done to attend career pathway sessions. 2 visits to Ean Albasha Directorate schools to attend career pathway sessions. 1 visits to Amman 1 Directorate schools to attend career pathway sessions. 1 visits to Mouagare Directorate schools to attend career pathway sessions.
18,19,20,21,22- Dec-11	1 visits to Southern Ghor Directorate schools to attend STC sessions. 4 visits to Al Qaser Directorate schools to attend STC sessions. 4 visits to Al Karak Directorate schools to attend STC sessions.
18,19,20,21,22- Dec-11	3 visits to Ean Albasha Directorate schools to attend career pathway sessions. 2 visits to Jeaza Directorate schools to attend career pathway sessions. One visit to amman1 Directorate schools to attend career pathway sessions.
Component 2.3: YTC / LS	
23,24,25,26,27- Oct-11	3 visits to Al Qaser Directorate schools to attend LStS sessions. 2 visits to Petra Directorate schools to attend LStS sessions. 3 visits to Ma'an Directorate schools to attend LStS sessions.
4,5,6,7,8-Dec-11	2 visit to Zarqa Directorate schools to attend LSTS sessions. One visit to Alresaifeh Directorate schools to attend LSTS sessions.
11,12,13,14,15- Dec-11	3 visit to Madaba Directorate schools to attend LSTS sessions. One visit to Zarqa Directorate schools to attend LSTS sessions.
15-Dec-11	1 visit to Petra Directorate schools to attend LStS sessions.
18,19,20,21,22- Dec-11	One visit to Dair alla Directorate schools to attend LSTS sessions.
YTC/LS/ Renovation	
Oct-11	Supervised the renovation works for the sport playground (Cluster 2).
Nov-11	Supervised the renovation works for the sport playground (Cluster 2).
Dec-11	Supervised the renovation works for the sport playground (Cluster 2).
Component 3: PD	
3-Oct-11	QA field trips to Amman First and Amman Third FDs for pre service teachers training locations.
5-Oct-11	QA field trips to Al Salt FD for pre service teachers training location.
11-Oct-11	QA field trip to Al Mafraq FD for TOT training location.
12-Oct-11	QA field trips to Al Qaser and Mazar South FDs for pre service teachers training locations.
14-Nov-11	A field trip to the schools participating in the in service training program at Zarqa Second FD with the Head of Supervision Department Mr.Mazen Al Momani to solve the problems of 3 schools not attending the in service training.
4-Dec-11	A training coordination field trip by the PD team liaison officer to Al Amereyyah Coed Primary School to replace Manja Secondary School for Girls who refused to attend the in service training in Al Jeeza FD.
7-Dec-11	QA field trip to Zarqa Second FD for in service teachers training location.
12-Dec-11	QA field trips to Amman First, and Jerash FDs for in service teachers training locations.
13-Dec-11	QA field trips to Al Ramtha, and Mazar South FDs for in service teachers training locations.
14-Dec-11	QA field trips to Irbid Third, and North Ghore FDs for in service teachers training locations.
15-Dec-11	QA field trips to Al Mafraq FD, Irbid Second, and Al Qaser FDs for in service

	teachers training locations.
20-Dec-11	QA field trips to Ma'an, Amman Third, and Irbid First FDs for in service teachers training locations.
21-Dec-11	QA field trips to Ain Al Basha, Madaba, Al Mafraq, Badia North East, and Amman First FDs for in service teachers training locations.
22-Dec-11	QA field trips to Bani Kananah, Der Allah, and Al Koura FDs for in service teachers training locations.
27-Dec-11	QA field trip to Irbid Third FD for in service teachers training location.
28-Dec-11	QA field trip to Badia North West FD for in service teachers training location.
JSP	
30-Oct-11	Three site visits were conducted by Mr. Mohamad Hourani/ ASK and Dr. Eileen St. George/ Creative to Madaba, Othman Bin Affan Sahab and Um Qsair w Al Muqabaleen schools to follow- up on school issues, successes and challenges closely.
31-Oct-11	A meeting was held at ASK offices with CMP (Ms. Samah Qsous), CDM (Eng. Tareq Jaloudi and Eng. Mira Halaseh) and with Creative (Dr. Eileen) presence. The meeting was devoted to follow up on furniture issue.
16-Nov-11	A visit was paid to the 8th area school in Aqaba with the presence of Ms. Susan Ayari and Ms. Nour Abu Al Ragheb from USAID and Mr. Hourani from ASK to ensure things are going very well at school.
16-Nov-11	A visit was paid to Al Karameh School Aqaba by Mr. Mohammad Hourani from ASK for discussion, feedback and to see the development of school achieved till the moment.
Component 4: Data Use	
None	

I. Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 2.2: YTC/ STC		
25-Sep-11 to 25 – July -12	Linda Sabarini	STC assessment tools(Pre-Post surveys) LSTS assessment tool, FGD tools for parents, coaches and students -QA tool for STC - STC tracer study tool
Component 4.3: Strengthening M&E of the JEI		
7-8-Dec-11	Ann Doucette from The Evaluators' Institute	The consultant delivered a two days training for the JEI. It was attended by the CEO, M&E staff, and 7 project managers. The focus of the training was on writing effective evaluation reports.

Annexes

Annex 1: Quarterly Report Detailed Activity Matrix

The Year 3, Quarter 2 Detailed Activity Matrix for all components is attached.

Annex 2: Samples of the most distinctive projects in JSP Schools

- Samples of some of the most distinctive projects implemented to date include:
 - “Combat Smoking” Project at Othman Bin Affan Sahab School where 10 students quit smoking and will act as mentors helping their colleagues to get rid of smoking.
 - “The Electronic Library” Project at Othman Bin Affan Sahab School where teachers and students cooperated to collect electronic lessons, movies and books in order benefit themselves.
 - “Activating the Role of Drama in the Educational Process” project at Al Qadesiah Tabarbour School was implemented. A lesson titled “Bees life cycle” was converted into a useful, interesting drama by students, biology teacher, other two teachers to be performed to all Al Qadesiah Tabrbour School’s students.
 - “The Mushroom Project” is an ongoing fundraising project that implemented at Al Qadesiah Ein Al Basha School. The project is an incubator to plant Mushroom in a special section inside the school and then the crop will be sold to the local community in order to obtain funds to be used to fund other school activities.
 - “Forming the technology team inside Dahiet Al Ameer Hassan School” Project supervising, designing and preparing electronic lessons and presentations inside the schools.
 - “The 1000 Books” project at Jabal Tareq School where students and teachers cooperated to prepare their 1000 books school’s library.
 - “The Paper Recycling” project at Al Qadesiah Ein Al Basha School which aims to preserve the environment.
 - “The Bazaars and Exhibitions” projects conducted at Al Qadesiah Ein Al Bash, Al Qadesiah Tabrbour and Maimouna Bint Al Hareth schools in Ramtha.
 - Schools are preparing guides on the use of the different spaces and facilities in the school to optimize the utilization of school resources program
- Beyond the planned projects developed during training with ERSP, schools independently formed plans and adopted additional initiatives at 12 schools. Below are some of the most distinctive ones:
 - “The perfect teacher competition” at Othman Bin Affan/ Sahab School.
 - Delivering Enrichment lessons for weak students in Math and English in Othman school in Irbid1.
 - An educational consortium was formed in Maimouna School in cooperation with local community members to follow up on school needs.
 - Voluntary works like providing the school with water in Othman school in Amman 3.
 - Implementing a student discipline projects as a competition between students and parents on periodic basis to minimize the gap between the local community and the school in Aisha school in Rsaifah.
 - Implementing a competition and drama based lessons in the multipurpose room as a model for their colleagues in Al Qadesiah Tabrbour and Aysha Bint Abi Bakr schools.
 - “Shukran, Thank You” appreciation initiative at Al Qadesiah Tabarbour School.
 - “The book initiative” at Jabal Tareq Zarqa School.
 - “Activating the Electronic Educational Process” initiative done by Ms. Hiba Mansour who developed electronic lessons that were implemented as well to the directorate resulting in her being honored by the directorate because of her excellent initiative.
 - “ Let’s all read “ initiative which was implemented at Jabal Tareq Zarqa school where senior students volunteered to teach and help other classes (3rd and 4th) practicing and reading new books.
 - “ICT Utilization” initiatives which aims to activate the use of computer technology and the interactive smart boards by teachers and students at the 12 schools.

- “Feena Kheer” initiative at Abdulmenem Riyadh School which aims to promote the positive culture inside the school by trying to maintain a high level of hygiene.
- “Teacher and Student of the Month” initiative at Aysha Bint Abi Bakr School.
- Creating an innovative solution at Al Qadesiah Tabarbour School to control the problem of students drop out from classes through the allocation of special cards to be distributed by teachers to students who need to leave the classroom to go to the nursing room, teachers’ room, bathrooms ...etc.