



**USAID** | **JORDAN**  
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## EDUCATION REFORM SUPPORT PROGRAM (ERSP)

QUARTERLY REPORT

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*Photo: Compliments of Save the Children.*

## Executive Summary

This third quarterly report for Year Three of ERSP covers the period between January 1, 2012 and March 31, 2012.

The Ministry of Education faced several obstacles this quarter, which affected implementation of all ERSP activities. Those obstacles were: teacher strikes which delayed the start of the second semester, issues with Tawjihi implementation which diverted MOE staff from other business, and teacher union elections. Despite these obstacles, all components have overcome delays.

The ECE component had a breakthrough quarter, with major accomplishments across sub-component areas. The long awaited QA manual and rubrics were finalized, approved, printed and distributed for national implementation. Supervisors were trained to implement them, and will do so in the coming quarter. The final modules (Storytelling and Music and Movement) were completed and incorporated into training planned for April. Three capacity building workshops were conducted, 1,200 visual aids distributed, and a new edition of the newsletter completed and published with 3,000 copies. Breaking a long-standing impasse, a committed working group met to finalize the framework for the CTP. The Ministry ECE team approved the principals' training package and developed an orientation for newly hired supervisors. Finally, the ECE team developed the content, plan and schedule for the Parent-Child Packages, which will be implemented in a pilot group of 50 schools next quarter.

The YTC component made some strides and faced some setbacks in the reporting period. The School to Career program conducted counselors' internships, opened two privately-funded career centers, and enhanced the YLM training. Life Skills through Sports underwent a thorough review, which identified ways by which more structured interventions can enhance the program's implementation. The review was built on lessons learned from the first implementation phase and addressed challenges that affected the implementation to date. The team took several steps to implement the recommendations of that review, and in the coming semester will implement sports championships and community festivals for the first time. The MIS team refined the scope of the "tracer" study and gathered data for the pilot, while making slow progress towards release of the RFP to select a contractor to digitize hard spots in the MIS curriculum.

The Professional Development activities faced a variety of obstacles this semester, including low attendance in specialization trainings, challenges in bringing teachers outside of their Field Directorate for training, and delays due to teacher strikes, Tawjihi implementation issues, and teacher union elections. The bright spot is the capacity and commitment of Ministry trainers, who are implementing in seven FDs successfully. ERSP's support to MoE Newly Constructed Schools by USAID continues to gain praise from USAID, and the team is seeking to gather evidence of its impact on school performance. Progress on Ministry reform was waylaid this quarter, by lack of Ministry leadership in some cases, and the unanticipated obstacles described above. There is still no visible progress on the establishment of the ETC. The Ministry has not taken ownership of next steps on the leadership consultancy. The work on teacher standards has begun, but consensus on format is slow to reach. ERSP will continue to push on these and other reform priorities. The MoE finalized their internal comprehensive policy statement in support of the transitioning of ERSP programs to the MoE for review at the highest levels within the MoE. The statement was well drafted and incorporated all points anticipated by the program team.

The Data Use component took a huge step forward this quarter, with the implementation of pilot data use trainings in selected Field Directorates. The trainings engaged teams from the school level and the Field Directorate to analyze results of the EduWave queries and correlations and make

decisions based on the data. This resulted in concrete steps for school improvement in all cases. The next step is to roll out the training to more schools and FDs in Jordan.

In the next quarter, the academic year will come to a close with a flurry of activities across components. Meanwhile the project will put additional focus on communications activities and targeted monitoring and evaluation tasks to explore the impact of specific sub-activities. ERSP will also plan a follow-up workshop with Ministry counterparts to reinforce transition planning, in advance of the final full year of project implementation.

## Acronyms

CBS	Community Based Sports
CIDA	Canadian Aid
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
EPCD	Education Policy and Data Center
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Technology Center
FD	Field Directorate
G1-3	Grade 1 to 3
HQ	Head Quarters
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
LStS	Life Skills through Sports
MD	Managing Director
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
OODA	Observe Orient Design Act
PCP	Parent-Child Packages
PD	Professional Development
PE	Physical Education
PI	Parental Involvement
PR	Public Relations
QA	Quality Assurance
RFP	Request for Proposal
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 MOE newly constructed schools funded by USAID.
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

- Technical committees have been meeting to finalize and endorse the transition narrative. A summary of the policy issues that require the direct attention of the Minister for endorsement is drafted to submit for review and endorsement of the Minister.
- The Ministers office, with all its changes, has become increasingly more complicated to coordinate with and secure responses and ceremony dates. Several dates have been confirmed, but have then been delegated to the Secretary General.
- The Managing Directors continue to be active in supporting the program implementation and the stages of transitioning of programs.
- Based on USAID component meetings held in December, revisions were made across component areas to strengthen our approaches and potential for sustained impact.

- The technical team refocused on the ERSP communication strategy and outlined a wide array of next steps to enhance the visibility of the project and USAID’s support to the sector.

#### Challenges

- Diverted MoE staff attention and offset schedules across the components due to teacher strikes, Tawjihi problems and Teacher Association elections.
- Submission of the ERSP budget realignment to USAID was later in February than desired, followed by a delayed review of the budget realignment submitted affecting the proposed implementation schedule for the planned enhancement activities.

#### Associated Actions

- Further budget adjustments will need to be undertaken as we further evolve our programs as lessons are being learned during the transition process. Cooperative agreements by definition are suppose to allow for this flexibility in responsiveness to meet the goals and objectives set.
- Revise enhancement activity implementation schedule once activities are approved.
- Develop an action plan for enhanced ERSP communications, and seek USAID approval to begin implementing the plan.

### **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 3

- Conducted three capacity building workshops for the central staff members on Advocacy Campaigns (17 participants), Communication & Technical Writing (17 participants), and PR & Mass Media (15 participants).
- MoE appointed 11 new ECE supervisors, filling a critical and long-standing gap in capacity.
- Set a plan with MoE/DTQS to train newly appointed ECE supervisors and started working on the KG supervisors’ training package.



##### Challenges

- DTQS is in the process of developing a new job description for supervisors, which is delaying the finalization of the KG supervisors’ training package.

##### Actions to be Taken

- It was agreed with the Head of ECE Supervision Department to develop the supervisors’ training package focusing on basic knowledge and skills required for ECE supervisors and then other parts can be added later when the new supervisors’ job description and competencies are finalized.

## Objective 1.2 Improved and Sustained Early Childhood Facilities

### Successes Achieved in Quarter 3

- Developed a training package defining the principals' role in supporting the KG teachers on various ECE activities (PE, Interactive Curriculum, PI, Peer to Peer, Community of Practice, and Community Mobilization).
- Printed and submitted more copies of the visual tool to the MoE per their request (a total of 1,200 copies).
- Conducted support visits to ERSP KG teachers on managing and organizing the KG physical environment.
- Identified, assessed and started the renovation work for 60 KGs in cluster 5.
- Completed 20 out of 60 KGs (excluding the sunshades).
- Solved the challenge of the sun shade by finding a new design that can be implemented within budget and addresses issues noted with the canvas canopy.

### Challenges

- Although the KG principals' training package were developed by an assigned committee from ECE team and MoE, the process of reviewing the material for approval took longer than expected. The evaluation committee kept coming back with new comments and changes.
- Support visits were supposed to be conducted by ECE team accompanied by KG supervisors, but not all supervisors were available at the scheduled times, and some directorates did not have any assigned KG supervisors. To address this, the ECE team invited central ECE staff to accompany them in some of the visits when possible. A final report of the visits will be shared with MoE and KG supervisors.
- Weather conditions affected progress on renovation work of playgrounds.



### Actions to be Taken

- A meeting was conducted with the head of the DTQS asking for his support to accelerate the process of approving the principals' training material. That meeting was fruitful and the training material was finally approved and will be implemented in the next quarter.
- Start the installation of the new sunshade that was approved by USAID.

## Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

### Successes Achieved in Quarter 3

- Completed the Storytelling and Music and Movement modules.
- Developed training materials for newly appointed supervisors.
- Finalized the PE e-module and sent to MoE for approval.
- Trained the existing nine supervisors on the supervision tool.
- Completed the CTP framework with MoE.
- Printed and distributed a new edition of the ECE newsletter (3,000 copies).



### Challenges

- CTT members are not selected yet.
- MoE delayed approving the PE e-module.

- DTQS delayed working on developing G1-3 materials because they want to link it in the future with their work on improving math and reading skills for G1-3. This issue was addressed with the Head of DTQS, who then agreed to move ahead with the work of the committee.
- Preparation of the newsletter takes a lot of time on minor language edits, which is sometimes due to variance in writing styles and not related to content.

#### Actions to be Taken

- Train newly appointed supervisors, and then select the CTT.
- Advocate approving PE e-module and working closely with MoE to make sure that all requested changes were integrated into the module.
- Move ahead with the work of developing G1-3 materials with the G1-3 working group.
- For the next edition of the newsletter, it was agreed with MoE to appoint one person to do the editing instead of all committee members reviewing the whole document every time.

### **Objective 1.4 Increased Parental Involvement and Peer Support in ECE**

#### Successes Achieved in Quarter 3

- Developed the Parent-Child Package (PCP), including the instructional guide, activities for teachers to work with children, and the contents of the package itself.
- Conducted field visits to ERSP K-3 to ensure proper implementation of PI program.



#### Challenges

- The PCP committee faced a number of challenges due to the different points of view from external participants who were invited to join the committee as ECD experts. Their input was valuable, but at times distracted the committee from the task at hand. However, the MoE ECE team showed a lot of patience, wisdom and high professionalism in dealing with the challenges, and managed to get the work done on time.

#### Actions to be Taken

- The PCP activity will be implemented in the coming quarter.
- Continue implementation of PI activities.

### **Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children**

#### Successes Achieved in Quarter 3

- Finalized both managerial and technical QA rubrics.
- Printed 300 copies of the modified QA manual.
- Started conducting the QA manual and rubric training.

#### Challenges

- Getting the approvals from MoE on the modified QA manual and rubrics took longer than anticipated, which delayed the start of the trainings.

#### Actions to be Taken

- As soon as MoE approved the modifications on the QA manual and the developed rubrics, a very tight training schedule was developed to finish all the trainings by mid-April, so all QA audit visits will be conducted before the end of the second 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 3

- Conducted the MIS-Online ToT recognition ceremony for teachers and supervisors who participated in the MIS-Online ToT. The ceremony was under the patronage of His Excellency the Secretary General of Ministry of Education, Dr. Sattam Awwad. Participants and Ministry staff seemed exceptionally pleased with the event.
- ERSP and MIS-Online M&E WG completed the MIS-Online classroom observation tool, the project assessment tool that assesses students' projects and skills, and the plan for collecting the data.
- ERSP and the HS WG introduced the MIS curriculum Hard Spots activity to the MIS Technical Committee. The list of Hard Spots was approved. The Hard Spots WG then developed the first draft of the RFP for the digitization contract.
- After collecting data from two universities and looking closely at the data in collaboration with Dr. Velina Petrova (Creative HQ M&E technical support), ERSP reviewed the "tracer study" research question and methodology, and found it needing revision. The team made the necessary revisions to ensure rigorous, useful results. (*see Challenges*)
- ERSP and the Tracer Study WG agreed to engage schools in the Tracer Study next year by using a record of Tawjihi graduates developed by the Curriculum Directorate. This record contains contact information and possible future paths students may choose after graduating.
- After revising the study ERSP moved quickly to develop a new tool for the university students in order to start the data collection phase in early April. The tool was revised by the Tracer Study WG and the Curriculum Directorate.
- ERSP contacted universities again and requested the official letter from MoE to be sent to appropriate faculties according to changes in the study's methodology.



#### Challenges

- Reviewing the "tracer" research question, the purpose of the study was to examine how well the MIS stream prepared students for university study in MIS-related majors and for workforce careers in MIS-related jobs, and not to trace where all MIS stream students end up after graduating from the stream. Based on this understanding of the research question, the team decided that the tracer approach was not the most appropriate and that the study should focus on "the MIS stream's effectiveness in preparing students for higher education and work in MIS-related areas, as compared to non-MIS-stream students" instead. Accordingly, the team renamed the study "the MIS Stream Effectiveness Study."

#### Actions to be Taken

- Gather the completed MIS-Online classroom observation tools and project assessment tools from supervisors after conducting their site visits to MIS-Online implementing schools.

- Complete Hard Spots RFP for the digitization contract and get approval on them from the Hard Spots TC.
- As for the MIS effectiveness study, ERSP will conduct the data collection for the pilot phase in universities the first week of April and start the data entry and data analysis. The final report on this pilot phase will be completed by June 30. The team will also meet with the WG to discuss the revised work plan and tools used.

## Objective 2.2 Institutionalized School-to-Career Program

### Successes Achieved in Quarter 3

- 105 counselors participated in workplace internships as scheduled in twenty six business locations.
  - Prepared a module on Counselors Internship, describing best practices to plan and implement the activity in the future and ways to strengthen their relations with local businesses.
  - The team monitored the implementation through condensed field visits conducted jointly with CTT at the field directorates. The YTC team, CTT and supervisors at the workplace all utilized assessment tools while monitoring the implementation. The counselors completed a self-assessment tool as well.
  - An evaluation of the activity was conducted after implementation. The most significant recommendation from the evaluation report is to increase focus on the coordination between the MOE educational counselors and the work force by strengthening communication channels. The team will make this a high priority.
- After eight months of following up, the Ministry approved all the YLM materials for all grades. Upon getting the approval, an enhancement workshop was conducted for the lead trainers to review the YLM curriculum and training sessions. Subsequently, the MOE lead trainers led three regional workshops for 110 counselors.
- Conducted two openings of the Al Thameena Career Counseling Center at Aqaba and the Career Counseling Center at Sweileh. The donations came from Radisson Blu and Bank of Jordan, totaling \$11,971.
- Revised the counselors' job description and gained approval from the Secretary General on adding the career counseling tasks to the Counseling Division TOR.
- Completed the Students' Career Portfolio, which incorporates Pathways, YLM, Career day and Internship activities in a simple file that is unique and private for each student. This portfolio was planned as a result of the STC enhancement strategy last year.
- The Technical Committee members demonstrated their commitment by attending the regular meetings of the committee. The transition plan was endorsed and resources were identified for the STC activities which will be handled by the MOE.



*Nadia Ubadah-Rhaba Secondary School for girls- Irbid 2<sup>nd</sup> on the internship: "I learned a lot of things I wasn't aware of and I benefitted from them a lot. I think the students will benefit from them in return as it will reflect positive impact on them. They will be able to know more about the labor market and the different positions in business sectors that they have no idea about."*



### Challenges

- There was no attendance from the General Education Department in the YLM training or the counselors' internship activity. The Education Counseling Division is overloaded with activities and programs beside the STC program. This affects counselors at the directorate level as well and should be resolved by the MOE.
- Career counseling doesn't have an institutional "home" within the Ministry; therefore it is critical to move forward in changing the title and TOR of the Educational Counseling Division to incorporate STC as a primary function of the Division.

### Actions to be Taken

- Follow up with the Counseling Division to submit the internal memo to endorse the modified TOR and title for the Counseling Division.
- Implement the students' internship in the next quarter.

## **Objective 2.3 Improved Life Skills Education**

### Successes Achieved in Quarter 3

- Heavy sports equipment was installed in nine schools, with funding donated by the private sector (Potash and Payless Rental Car) with a total of \$17,496. This is the second donation from Potash for LSTS; the first donation was in 2010 to renovate a playground.
- Began work on the community-based sports (CBS) plan by contracting a team of consultants to develop a module on CBS, which includes structured activities to organize championships and festivals with comprehensive integration of life skills. The module included activities and guidance on community involvements in these events.
- Reviewed the selection criteria of the LSTS schools so that schools can be located at the center of the governorate and at a distance of at least 2 Km from another neighboring school. Also the schools should have a guard to ensure safe implementation of LSTS sessions after school hours. This will allow selected schools to serve a larger number of neighboring schools.
- Completed the technical assessment of LSTS schools for year 2012-2013. The process this year was different in that the team coordinated with Field Directorates directly to nominate the schools based on the selection criteria.
- Completed the renovation works for ten sports areas.



### Challenges

- As mentioned in the review note for the LSTS program, sports activities are not a high priority at the MOE and this is reflected in the low allocation of resources. The lack of guards for schools also impedes after school sports activities. The YTC team will address this in a letter directed to the Minister in the next quarter.
- Weather conditions affected the renovation work on sports areas, especially the acrylic paint.

### Actions to be Taken

- Send a formal letter mentioning the issues facing the program and actions to be taken by the MOE to overcome these challenges.
- Train all participating physical education teachers on the new CBS module by the second week of April.
- Sports championships will be organized in all targeted schools by next quarter; these events will strengthen the integration of life skills in the sports activities. (The results of the sports

competitions will be calculated based on integration of life skills (70%) and the actual score of the game (30%).)

- Sport festivals will be organized in each region (separately for boys and girls); the festivals will include many activities and sports stations.
- Focus Group Discussions will be implemented with students and parents next quarter to assess the impact of the LSTS program.
- The next cluster of the sports areas will be renovated during the summer.

## **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 MOE newly constructed schools funded by USAID). 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 3

- The new mentors training program was implemented and completed with 697 teachers and principals out of 842 from the Induction teachers' schools of which 492 participants attended the three workshops of the program with a percentage of 100%.
- The ERSP Master Trainers built a database with the names and information of the teachers and principals enrolled in the mentors program.

#### Challenges

- The school principals were assigned the task of choosing a mentor teacher and sending his or her name to the directorate. The head of supervision in his turn was in charge of issuing a list of participating mentor teachers to be ready before the training. The process of preparing the list of all selected mentor teachers was difficult and the training started before the list was finalized.
- Training was delayed in Al-Jeeza FD because participants did not receive the training letter in time. There was also a delay in Al-Zarqa FD, where the FD informed the newly-hired teachers about the training instead of the mentor teachers and principals.
- The teachers' strikes caused a delay in seven FDs.

#### Actions to be Taken

- In Year 4, the FD Liaison officers will request the names of mentor teachers for that year from the FDs as soon as the Induction General finishes, avoiding delays in the program.

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

#### Successes Achieved in Quarter 3

In-service School-based Training:

- The number of trainees who attended 80% or more of the school-based training is 1,219 trainees (73.8%).

- A “*Knowledge and Experience Sharing*” session took place among the ERSP Master Trainers on January 12<sup>th</sup>. In the session, the trainers discussed successes and main challenges related to the school-based general training to share their experiences and provide support and advice to each other.
- Despite the strike, Ma’an FD participated in the school-based training in addition to some schools from Amman First, Ajloun and Tafileh.
- About 499 school teams were created in the school-based training. Each team worked collaboratively to plan for their school projects.
- About 374 projects were planned for and implemented during school-based training. For example:
  - The local community team in Al Mansoura Secondary School for Girls in Badia North West FD conducted a training workshop about cheese production and preservation. The project aimed at helping low income families to make profit from producing cheese from their cattle. Women from the local community attended the workshop and were trained on production procedures. The MOE and FD published an article about the workshop on the MOE website.
  - The modern pedagogies team in Al Yarmouk Primary School for Boys in North Ghore FD implemented their second project which was a training workshop about “The Six Thinking Hats in Education.” The feedback from the school was very positive and the school teachers agreed that it is a very useful workshop that equipped them with practical techniques to use in their classrooms.
  - The extra-curricular activities team in Anjara Coed Primary School in Ajloun FD collected aid to support families with low income as part of their plan to support their local community.



#### MOE Trainers:

- The MOE was very cooperative and had high sense of ownership towards the In-service program. Thus, the MOE issued an extension letters for the In-service program implementation period from the 23<sup>rd</sup> of February to the 29<sup>th</sup> of March to enable the MOE trainers to complete the workshops and onsite supports in their respective schools.
- The participating MOE trainers received two rehearsals per directorate (a total of 11 rehearsals were implemented because three rehearsals were cancelled in Ma’an, Al Tafeeleh and Zarqa first during the strikes) and 23 coaching and mentoring activities took place. The MOE Trainers were very cooperative and their level of performance in rehearsal was good.
- The MOE trainers completed all the workshops in the 28 schools for the In-service school-based program.
- In Al Karak FD, two MOE trainers were replaced with another two trainers who had previously trained in the In-service Foundation program.
- In March, the participating MOE trainers conducted one rehearsal per directorate (seven in total). The MOE trainers were very cooperative and took their responsibilities seriously.



#### In-service/Induction Specialization Training (for In-service and Induction teachers):

- The orientation meeting of the In-service Specialized program for the FDs and the MoE trainers was held as part of the rehearsal session on the level of FDs In-service Specialized. All FD Heads of Supervision were involved in the rehearsal and they gave constructive feedback to MOE trainers.
- The joint In-service and Induction Specialization training program started at the end of March in 80 sections out of 136. The remaining sections were rescheduled for the next week.

#### Follow-up Visits to Y2 Schools:

- The fifth visit for Year 2 schools started on the 20<sup>th</sup> of March. So far 84 out of 122 schools have received onsite support and follow up visits.
  - The school teams produced 51 new project plans that were discussed with the Master Trainers during the onsite support and later collected by the Master Trainer. These project plans are currently being implemented.
  - The Master Trainers collected and documented 47 projects that were successfully implemented in the schools by their respective teams.
  - The Master trainers attended 142 class visits in 79 schools and a report is being drafted to present and discuss findings.

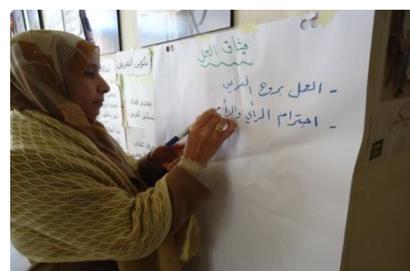
#### ToT Shadowing:

- The ToTs are committed to the shadowing phase, attending all activities such as workshops and onsite support. They are active in terms of asking their assigned Master Trainers questions and discussing issues related to the field. Thus, they are getting prepared for the roles they will assume in the coming phase.

#### Challenges

##### In-service School-Based Training:

- Al-Mafraq First Primary School for Boys refused to attend the training since the beginning of the In-service School-Based training program although the MOE, the FD, and the ERSP liaison officer addressed the school officially and on several occasions. Therefore, the number of schools committed to the In-service School-Based training went down to 116.
- Teachers' strikes and a few schools' refusal to continue the In-service school-based training before the strike ended caused the training to halt in 75 out of 116 schools.
- Teachers from Falah Al Madadhah Primary School for Boys in Al Karak FD did not attend Day 8 training with Al Thallaja Coed Primary School because they were displeased with the new MOE salary scale.
- The strike prevented the meeting with the FDs Directors and Heads of Supervision departments which had been scheduled to take place on the 7<sup>th</sup> of February. The eventual meeting that did take place was overtaken by the MoE decisions to open discussions with the new role of supervisors.
- Training did not take place on Thursday the 1<sup>st</sup> of March due to bad weather conditions.
- The attendance level was low in Bani Kananah, Irbid Second, Zarqa First, Amman Second, Al Mafraq, and Amman First FDs.



##### In-service Specialization Training:

- The attendance was low in all specialization sections due to the following:
  - The Heads of Supervision departments did not inform the schools and newly-hired teachers about the training program in four FDs; Jeeza, Badia North West, Badia North East and Karak FDs.

- In some directorates, teachers were misinformed about the training days and they went to training sessions that are for different specializations which caused confusion for the Master Trainers and the teachers.
- In some FDs, teachers refused to attend the workshops because the training location is far from their schools, such as Badia North FDs, North Ghour FD, Al Salt FD, and Amman Third FD.
- There were low target group numbers for some of the specialization areas in some FDs, so participants from two or three FDs were merged together in one section in eight training locations. Due to this, only teachers from the same FD attended the training while the rest of the teachers refused to attend outside their FDs. This happened in the training for Computer and MIS and the first three grades specialization sections.
- The training did not take place in almost all sections on Thursday the 29<sup>th</sup> of March because of the teachers' association elections.

#### Actions to be Taken

- Thirty-eight schools from Y2 will receive their 5<sup>th</sup> onsite support and follow up visit in April.
- All delays in schools due to strikes have received or will soon receive makeup workshops to ensure all sections are back on track.
- The In-service Induction Specialization training resumes in April and will continue into June.
- ToTs will start assuming roles during their shadowing phase. In collaboration with their assigned Master Trainers, they will take part in the workshops and onsite support activities.
- MOE Trainers will continue with their implementation in the field with the In-service Specialization.

### **Objective 3.3 Change Leadership Training for Principals and Supervisors**

#### Successes Achieved in Quarter 3

##### Leadership Foundation Training:

- Leadership Foundation Program started on February 11<sup>th</sup> in 23 FDs out of 30 FDs since the MOE implements in seven FDs.
- Despite the strikes, the number of participants per FD was satisfactory and trainers reported that participants showed a positive attitude regarding the training and the content.
- Three hundred and ninety three participants attended at least one workshop from the program; while 355 participants attended 75% of the Leadership Foundation training.
- Positive feedback was received from various FDs:
  - Supervisors and head of departments in Irbid Third FD were satisfied about the training content and showed positive attitudes towards their profession. The trainers reported a good level of awareness on their part of the role they need to play in reforming education.
  - In Al Ruseifah FD, the supervisors Raed Akel and Hayder Ahmad emphasized the importance of the training topics such as appreciative inquiry, team work, and planning for their work with the schools as supervisors.
  - In Jerash FD, the supervisors Saleh Al Hindi and Hajjaj Al Smadi confirmed that they will share the lessons learned from day 4 workshop (Planning) with their colleagues in the FD.



- In Deir Allah FD, participants agreed that the training techniques such as feedback and critical thinking and reflection have positively impacted their daily tasks.

#### MOE Trainers:

- MoE Leadership Foundation program was completed in February in all 7 field directorates. Fourteen MOE Trainers implemented the Leadership Foundation program.
- The MOE Trainers who were in charge of conducting the Leadership Foundation program received one rehearsal in each FD (seven in total) and received a total of 12 coaching and mentoring visits.
- All the MOE trainers were well-prepared for their rehearsals in the seven FDs for the Leadership Foundation program. All FDs' Heads of Supervision were involved in the rehearsal and they gave constructive feedback to MOE trainers.

#### Leadership General Training:

- The Leadership General training program started on March 19<sup>th</sup> in 23 FDs.
- Day 4 of the training program was successfully finished in 20 FDs by the end of March.
- Trainers reported positive feedback from the supervisors attending the Leadership General program. They reported supervisors saying that they learned new concepts and techniques which will positively affect their profession.
- Maha Ghazi, a supervisor from Der Alla FD, wrote down the quotes from the trainees' booklets for all days and displayed them in the FD hallways.



#### MOE Trainers:

- On Thursday the 15<sup>th</sup> of March, the ERSP team held an orientation meeting at Queen Rania Center for the seven participating FDs and the MoE trainers. Fifteen out of 20 MOE trainers attended the meeting in addition to six out of seven heads of supervision departments. The ERSP PD team gave a presentation on the Leadership program. The team also explained the implementation and documentation processes and reporting mechanism. Each FD was supplied with the training materials (CD, training materials, booklets, etc.) during the orientation meeting.
- The Leadership General training program started on March 19<sup>th</sup> in seven FDs. Twenty MOE trainers were in charge of conducting the program.
- MOE trainers in the Leadership General program received two rehearsals in each FD (14 in total) and received a total of seven coaching and mentoring visits.

#### Challenges

- The Ministry requested to delay the start of the Leadership Foundation program because of the Tawjihi exams. MOE issued the official letter for the program to start after the completion of the Tawjihi exams. The program started on February 11<sup>th</sup>. This caused a shift on all Leadership programs.
- The shortage in supervisors' numbers who have not received leadership training was limited, reducing the number of ERSP leadership participants. In the remaining seven FDs from Year 1, the supervisors sections were trained by MOE trainers. Training was merged for some directorates where numbers of eligible participants was low.
- Foundation Leadership program training was postponed in five FDs (Aqaba, Al Tafilah, Southern Mazar, Al Qaser, Al Ramtha and Irbid Third) because of the strikes.

- In the Leadership General program, day 4 workshops did not take place in Al Koura, Bani Kananah, Irbid Second, and Jerash FDs because they participated in the elections for the teachers association. Make up workshops were scheduled for April 8th.

#### Actions to be Taken

- Continue the follow-up with the MOE to improve commitment to the annual plan and to resolve issues related to scheduling.

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

#### Successes Achieved in Quarter 3

- The Technical Committees have reviewed the transition plans and endorsed them with relatively minor comments. An abbreviated transition narrative is being drafted by the DCU that highlights only the aspects of the narrative that demand the Minister's attention. They will share the draft with ERSP for comment prior to finalizing it.
- Reconvened the committee on the leadership report. In the second meeting, the committee endorsed the report and affirmed that it will guide the MOE in finalizing the job description, standards and comprehensive training program.
- Participating on the teacher standards development working group which has agreed upon 4 primary domains and sub domain areas of the anticipated six.
- ERSP has been asked to assist the Training Department develop a national TOT course to certify MoE trainers on foundational skills for trainers. This course targets the development of general skills in training and mentoring. Specialization training on particular training course methodology and content would follow this foundational course. The ERSP team is providing training on design and development of training programs.
- Two large scale recognition events are approved by the MoE and being organized presently.
  - The first is a graduation ceremony for the teachers and principals who completed the MoE Accredited Professional Development program ERSP implements.
  - The second is a school recognition contest in which all ERSP schools will be invited to submit their success story against a set of criteria. Regional winners will be identified to the complete on a national level.
- In addition to these two large events, 15 change dissemination events took place at the newly constructed MoE Newly Constructed Schools by USAID. These events were organized by the schools in collaboration with the ERSP coaches and were attended by neighboring schools, community members, parliamentarians, FD managers to recognize the excellent achievements of the teachers and school principals.

#### Challenges

- The investment in the leadership consultant has still not produced an endorsed set of standards. The working group continues to take a step forward followed by three steps back. The problem may be a lack of political will to endorse a product developed in the absence of the current managing director. While the review of the report was positive, further obstacles are set in the path towards endorsement.
- The structure for teachers' standards seems to be returning to the previous standards, which were deemed too general to guide hiring procedures, and inform the performance appraisal and promotion schemes.
- There are continued issues with coordination and cooperation with CIDA implementers as noted in a meeting held between the donors and partners. When seeking to review draft documents that are underway which influence the Ministry structure, systems and processes that both donor programs must contend with, the CIDA contractor position is to exclude other programs from the dialogue and to share documents only when finalized and made public. A recent ERSP funded meeting to address field directorate level challenges in ERSP program implementation was overtaken a predominantly CIDA program agenda. We hope

usurping the ERSP agenda was not purposeful, but the lack of cooperation in helping the MoE construct productive linkages and mechanism of support both programs is definitely concerning.

- ERSP has been asked to budget support for an external review of the national induction program under development, but DTQS is delayed in releasing this draft to DCU and therefore to us. There is some doubt that it will actually be released in time for implementation this summer.
- ERSP has not been part of any ministerial follow-on discussions concerning the Education Training Centre (ETC). According to the DCU and DTQS the structure has been presented for approval to the MoE Planning Committee.
- The MoE continues to show weaknesses in program management skills. The MoE does not offer staff the opportunity to focus consistently and in-depth with the management of particular programs or have organized filing and data systems to assist management functions.

#### Actions to be Taken

- Follow up on the transition narrative that is being developed for the Minister's review. The DCU is arranging for a meeting with the financial department to review transition budgets.
- The Senior PD technical team is seeking audience with the Managing Director and Director of Training Department to find a productive way forward for the leadership standards and teacher standards.
- Seek clarity on how to advance the leadership work in terms of HR endorsement of the Supervisor job description, endorsement and application of the leadership standards that are transformed in to selection criteria for hiring and performance appraisal schemes.
- Continue collaboration on the teacher standards.
- Explore means to reinforce the collaboration of USAID and CIDA development programs.
- With the launching of the national induction program the ERSP team will need to coordinate with the MoE on the best means for continued support. There are several options we will consider with the MoE:
  - Agree on a distribution of participants so that we cover the numbers for induction that the MoE is unable to cover this year.
  - Redirect some of our efforts into training their trainers and providing support in their implementation.
  - Support their implementation of a mentoring program to coincide with their induction program.
- The DCU has requested ERSP allocates support funds for consultant support to make the ETC operational. The consultant TORs will be defined upon the approval of the structure. The European Union has been asked to fund a full-time consultant to this process, and ERSP is requested to provide specialized support to aspects of the overall ETC functioning.
- The USAID-funded Human and Institutional Capacity Development TOR is expected to further elaborate and reinforce within the MoE that efforts are needed to strengthen their capacity. Issues of concern include:
  - They have individuals fulfilling positions for which they are not qualified,
  - They have qualified individuals overburdened as they carry out their functions as well as those of several others due to the previous bullet.
  - They have large programs to be managed but no dedicated manager with a clear set of management responsibilities defined.
- Assist the MoE in defining training data needs to help them initiate the design of a database. In a previous meeting the MD of DTQS informed FDs that they should collect data on professional development training and they should develop a database. Therefore, ERSP suggested that a template be designed so DTQS would have access to consistent data.

### **Objective 3.5: School Professional Development for MoE Newly Constructed Schools funded by USAID**

#### Successes Achieved in Quarter 3

- Coordinated the USAID mission director's, Ms. Beth Paige, visit to Aqaba MoE newly constructed schools funded by USAID where she was briefed on the achievements, met students and their parents, and attended a number of computerized activities and lessons. We received positive feedback from USAID on the efforts put in these schools and all the successes achieved. In the time of the visit, Al-Karamah school was the only school implementing classes as scheduled while other schools in Jordan stopped working due to the teachers strike.
- Conducted weekly onsite field visits supporting the following:
  - Attended and supported morning assemblies.
  - Supported the rotation process.
  - Worked with the schools' committees on maintaining health, hygiene and discipline.
  - Supported the decoration process by trying to give each hall, room and cluster a special identity.
  - Met with the principals to follow-up with them on organizing matters inside schools.
  - Supported the 5 task forces on the implementation of their project plans. Below a sample of the projects that were implemented in the last three months:



- A robot project
- A computerized lessons for 1<sup>st</sup> grade
- A puppet theater project
- A educational theater project
- A paper recycling project
- Producing mosaic art
- A Pepsi cans recycling project
- A mushrooms incubators project
- An educational journal project
- A school website project
- A "Thank you my teacher" project

*\*Annex 3 contains the projects' implementation status for each school*

- Visited classes focusing on ICT utilization and cooperative learning.
- Supported the preparation of the second semester schedule.
- Collected data related to M&E.
- Collected and analyzed the questionnaires that were distributed to all groups that have undergone Block 1, 2, 3 measuring their satisfaction.
- Prepared the vision, mission and code of honor of the recently opened Safieh Bint Abd Al Mutaleb School.
- Organized 15 successful change dissemination events which included many scientific, academic and artistic activities and had a great role in deepening the bonds of cooperation between teachers, the administrative staff, students and the local community. The change events included recognition to the school staff and community members who supported the school, demonstration of model lesson, presentation of school projects, activities that demonstrate the student's involvement at the school, infrastructure and spaces utilization, ICT and other school resources utilization, extra curricula activities focusing on student's attitude, skills and knowledge, and schools steps towards achieving their school vision.



- Continued with workshop implementation
  - Finalized Block 3 training workshops in 12 of the schools.
  - Conducted Block 1 and 2 training workshops at Safieh Bint Abd Al Mutaleb School. While the overall attendance was 85.4% across 7 workshops, the last 2 workshops had 100% attendance, which we believe is indicative of the positive reception of the value of the training.
  - Conducted the local community training at Safieh Bint Abd Al Mutaleb School.
  - Conducted the two workshops training for students at Safieh Bint Abd Al Mutaleb School.
  - Conducted the 1st and 2nd and 3rd training workshops of Block 3 at Safieh Bint Al Mutaleb School with percentage of attendance (89.5) %, (78.9) %, (84.4) % respectively.
  - Organized the principals' workshop titled "Standards of School Performance" where 33 principals and principal assistants from the 16 newly constructed schools funded by USAID attended, providing them an opportunity to meet, share achieved successes and discuss challenges.
- Finished preparing and furnishing the third KG of Al Qadesiah Ein Al Basha School.
- Some schools carried out additional projects beyond those directly support through ERSP training, which we believe are indicative of internalization attitudes, knowledge and skills acquired in training. Some examples are as follows:
  - Formed the media team inside Dahiet Al Ameer Hassan School to publish useful and interesting news on the school e-journal.
  - Established a learning support center at Jabal Tareq School which is a teacher led initiative aimed to support the academic achievement of students who have trouble learning and applying learning strategies to different subjects, initiated with Arabic and plan to include English, Math and Science. It was noted there are around 70 students who have trouble with learning the alphabet, rhyming words, matching letters to their sounds, reading aloud, spelling, handwriting or holding a pencil and/or expressing ideas in writing. The teacher is using small group activities and other exercises to help them improve their reading, writing, listening, speaking and reasoning skills.
  - Counseling with focus on play was initiated in the 10th area school. A special room has been designated where the counselor can use play therapy as one developmentally appropriate method of intervention for students who need assistance in coping with difficult situations, in expressing their experiences and feelings through a natural, self-guided, self healing process.
  - Achieved a great success in improving academic skills with a second grade student at the Madaba School who faced notable problems in reading and writing. Fellow teachers acknowledged the success of the teacher and the potential for academic growth of other students with difficulties using this example as a model.
  - Conducted the "six hats" workshop at Aysha Bint Abi Bakr School for teachers by teachers as a program initiated by the "Modern Methods of Teaching and Learning" team. The workshop develops the competencies of teachers to design activities for students' thinking and development.
- Observing effective and creative use of technology in a variety of ways by students in these schools.

### Challenges

- The liaison officer in all Field Directorates is still not active, except in Ein Al Basha and Madaba.
- The head of Amman 4th field directorate is pressuring the schools and working with them to organize their new school structure by utilizing the special needs rooms and staff planning

rooms to increase the number of students enrolled at the 4 schools in this field directorate. This is due to the demand and pressure from the local community near the schools.

- Minimum level of support and follow up from the field directorate to the schools, this was clear in following up on training attendance, support staff shortages, and attendance of the schools events. (For example, five schools' events did not have participation from seniors at the field directorate).
- Some activities were delayed due to the teachers' strike, though make-up sessions and revised schedules of implementation assisted overcoming this problem later.
- Sewage and drainage at Safieh Bint Abd Al Mutaleb School still pose a challenge and have noted this on the maintenance log.
- Building and maintenance issues in the 13 newly constructed schools funded by USAID continue to be challenging and all such problems were inserted to our portal log.
- Internet remains a problem in four of the 13 schools. A detail chart on the internet status is provided in section B of Annex 2.
- Faced lack of cooperation from contractors in providing needed maintenance to schools in spite of numerous and frequent official requests sent from school principals.
- Recently faced security problems at Othman Bin Affan Sahab School.
- Still there is no hired teacher for the third KG at Al Qadesiah Ein Al Basha School.
- Male schools continue to be a challenge and underperform when compared to female schools.
- A shortage in the number of guards and custodians in some of the schools is still an issue. A detailed chart is provided in section C of Annex 2.
- Faced challenges regarding the high resistance of change inside the male schools. Also, observed some problems related to violence and bullying among students and staff inside male schools.
- Faced problems with the current structure of the school rotation system which turning to be chaos rather than an opportunity for movement and interactivity.
- Observed that early grade (1-3) teachers are not prepared to serve students at this critical age.
- Faced problems regarding the underutilization of the resource rooms and centers at the school for special needs students inside schools due to the lack of specialized trained teachers at schools.
- Faced some challenges regarding the lack of organization and proper usage of the KG classroom space inside the schools, with the furniture still not optimal.

#### Actions to be Taken

- Continue follow up, reporting and addressing challenges the schools are facing, including maintenance and other issues.
- Continue supporting the 13 MoE Newly Constructed Schools by USAID through our weekly onsite field visits.
- Continue to achieving successes and document all the success.
- Complete Safieh Bint Abi Bakr Block 3 training workshops.
- Complete Block 4 "the expert training" workshops at the 12 schools.
- Support Managers of field directorates where new schools are located to understand the support role they need to take part in for establishing their new schools.
- Organize additional principals' event to reinforce a sense of community and mutual responsibility to enhance their ability to succeed in their role as leaders in these model new schools.
- Coordinate and assist the MoE in their preparation for the opening of 12 new schools in the 2012-2013 academic year.
- Design and develop the content of the training program as follows:
- Design a content to increase level of support for male MoE schools.

- Design the content of the School Rotation System workshops.
- Design the content of the Modern Pedagogy in the Classroom workshops.
- Design the content of the Early Grade Teacher Practice workshops.
- Design the content of the Resource Rooms Practical Activities.
- Design the content to increase level of support to KGS.
- Start conducting the program onsite filed visits as follows:
  - ASK coaches to conduct sixteen (16) onsite field visits for male schools.
  - ASK coaches to conduct extra twenty (20) onsite filed visits for the 2nd semester so the total to be thirty-two (32) onsite days.
  - ASK coaches to conduct two (2) onsite field visits for early grade teachers.
  - ASK coaches to conduct two (2) onsite field visits for KG.
- Start implementing the second semester training workshops set forth in the enhancement activities.

## **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 3

- Finalized developing, editing and reviewing the content of the Data Use for Decision-making program.
- Implemented the six training workshops in Amman, Irbid and Petra Directorates with satisfactory attendance averages.
- Excellent feedback was received from trainees on the benefits of the workshops.
- Every school team assessed their school situation in comparison with other schools in the field directorate.
- Every school team planned to enhance their school's situation based on the assessment they made. Every school planned four projects and one action research to be implemented at their school. Examples include:
  - Petra school planned extra curricula project to solve the problem of illegal absences at their school and another

A Teacher from the Private Education Directorate stated: "This program helped us to transfer from the stage of describing problems and phenomena to look into the reasons behind these problems and phenomena."



- project to train part time teachers and raise competencies that will have a positive impact on students' achievement.
  - Jabal Amman school planned a community outreach and communication project to solve the problem of low students' achievement.
  - Queen Nour al Hussain School planned "Bonat Al ghad" project to train its staff on strategies of knowledge, skills and emotional competencies of their students.
  - Hafsa Um Almo'mneen School planned "My Dear Teacher" project to create attractive and motivating school culture to minimize the teachers' absenteeism.
- School teams were empowered with action taking strategies such as OODA tool for Decision Making (Observe, Orient, Decide, Act), Decision Making Cycle, Decision Making Tree, and Action Research. The Decision Making Wheel Tool and started using them in their schools.
- School teams suggested two ideas to enhance the results of every query at their school, a total of ten ideas per school were generated with 5 plans designed for different project implementation.
- Every school team started their school achievement project to document their school data and solve the problem of the system's yearly overwriting.

### Challenges

- The small size of computer laboratories for is not a conducive environment for training workshops.
- Data supporting the queries and correlations did not appear in EduWave for some schools, because they did not enter the data as they were required to do, also some schools had errors in data entry which affected the query results.
- The system doesn't have validation or follow up tools to check data entry and completion.
- Students' behavior query was not uploaded to the EduWave in time for the Amman training, so the online training site had to be used during this time.
- Some school staff members expressed an unwillingness to train other schools in the future. In order to overcome this challenge, in collaboration with MoE, ERSP will identify one school staff member to train in the future. According to ERSP's rollout plan; one out of five trainees will be identified as a Data Use Master Trainer who will conduct the training for five schools staff members.

### Actions to be Taken

- Ensure as best as possible the accuracy of all schools' data entered before the start of training and also as part of the training process. Inaccuracies discovered should be followed up for correction. While training, the ERSP Data Use training team may discover some mistakes or incorrectly entered data. Solving such problems is part of the training activities.
- Prepare a pilot phase report that will document all actions and activities done while piloting and record the successes, challenges, and lessons learned along with recommendations to be considered while rolling out further.
- Adjust training content and methodology based on the observation and results of the pilot phase.
- ERSP will conduct both a Data Use satisfaction study and Focus Group Discussions in order to record observations and comments that will influence the rollout phase. During these visits, ERSP will record staff feedback and will incorporate it to the pilot stage report.
- Develop visual aid tools to support decision making at the schools.
- Start the roll out in 250 schools from 20 field directorates.



## Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

### Successes Achieved in Quarter 3

- ERSP worked closely with MoE data use working group to improve the data usage practices and raise their capacity in developing queries and correlations. In order to feel ownership of the program, ERSP involved planning directorate staff in all activities under this component, such as participating in site visits, reviewing training manuals; participate in query development phases and other examples.
- Finalized developing, editing and reviewing the content of the Data Use for Decision-making program including the materials for use with field directorate and central MoE staff.
- Implemented the six training workshops for the field directorate staff in Amman, Irbid and Petra Directorate with an overall average for attendance per field directorate of 66.7%, 77.8%, 80.5% respectively.
- Excellent feedback was received from trainees on the benefits they gain from the program.
- Field directorate staff were empowered, in separate workshops from school personnel, with decision making tools and strategies, and they started using them in their daily work as was done with school personnel.
- Every field directorate team planned 4 projects and 1 action research on the situation of their field directorate and their schools.
- Field directorate staff were encouraged to visit schools and coordinate their action plans with that their schools.

An Irbid field directorate staff stated: "This program is great, and it will be useful if we apply this program in all Jordan schools."

### Challenges

- Field Directorate personnel made the mistake of used their individual versus institutional account logins that do not allow access to queries and correlations. There are two accounts in the FDs; one allows the responsible FD staff members as institutional representatives to brows all data related to the field directorate (FD Manager Account) and the other provide individual FD staff with limited access that does not include the queries and correlations.
- Implementing the pilot phase training was planned at the regional level, which did not allow for optimal numbers for interaction in a training environment to make an effective training.
- Again a similar challenge was faced with computer lab size.
- The process of downloading the data needs time and patience due to the timing given the load on the system and internet connectivity.
- There is a notable absence in the first two workshops of the data use training for the Amman Directorates and the Military school because the formal letter was received very late by the schools.
- There are some challenges with the data structure within EduWave For example:
  - Sometimes the teacher may need a sick leave of more than 30 days while the sick leave allowed in the Eduwave is limited to seven days, resulting in the schools inability to enter accurate count of sick leave.
  - One of the attendees from private education FD informed us that EduWave does not consider alternative education programs such as the Baccalaureate given the subjects and behavior scores are different than the public schools, which is the basis for the available entries designed in EduWave.

### Actions to be Taken

- Conduct the pilot phase assessment with FDs as well.
- The pilot phase report will include the FD training activities and follow-up usage.
- Adjust training content and methodology based on the observation and results of the pilot phase activities with the FDs.

- Invite the head of departments in the FDs to join the training in order to review all queries and correlations, to know what exactly is implementing in schools and the extent of interest that have been achieved.

### **Objective 4.3 Strengthened Monitoring and Evaluation of the JEI**

#### Successes Achieved in Quarter 3

- The JEI M&E manager received the Certificate in Evaluation practices from the Evaluators' Institute, the George Washington University.
- In collaboration with the Ministry of Education and the Ministry of ICT, organized a national event to present the findings from the ICT survey.

#### Challenges

- The JEI was unfamiliar with the contracting process for companies versus consultants as well as seeking a sole source contract. They needed time to provide the necessary documentation for the contracting process and decision making on the scope of work for the Education Policy and Data Center (EPDC) that the JEI is planning to launch.

#### Actions to be Taken

- Finalize the ICT report in Arabic and the summary in English.
- Conduct a presentation on the ICT mapping study for the Ministry of Education.
- The consultancy company, FHI360, will start working with the JEI on the EPDC.

## **Result and Deliverables Status**

The Summary Sheet of Targets versus Actual for each component is attached.

[Summary of Targets Vs Actuals as of 31 Mar 2012.docx](#)

## Training

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
<b>Component 1: ECE</b>													
1	QA manual Training	Training principals, teachers and QA directorate staff on reviewed QA manual.	1 Day	6 Hours	Orientation	Madaba			208.67	Principals, teachers and directorate staff.	18	15	3 central staff trainers.
<b>Component 2: YTC-MIS</b>													
1	None												
<b>Component 2: YTC-STC</b>													
1	Counselors Internship Training Workshop		1 Day	Hours and 30 Minutes/training day.	Workshop	All region/ Sadeen Hotel.	YTC training specialist	1296.7	3488.80	MoE - School Counselors.	128	60	Numbers include school counselors, CTT, DTT.
2	STC/YLM Enhancement Training Workshop	A Scaffold Learning Approach as an interactive activity in mapping out the work market careers.	2 days	5 Hours and 30 Minutes/training day.	Workshop	All region/ Geneva Hotel.	Trainer's fees will be provided by MOE.	430.8	1440.6	MoE - School Counselors.	17	6	Numbers include school counselors and CTT and not include students who had practical training, 11 Females.
3	STC/YLM Training Workshop	A Scaffold Learning Approach as an interactive activity in mapping out the work market careers.	5 days	5 Hours and 30 Minutes /training day.	Workshop	South region/ Al Karak Directorate.	Trainers' fees will be provided by MOE.	3183.62	9050.5	MoE School Counselors.	34	22	Numbers include school counselors and CTT and not include students who had practical training, 20 males.

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	STC/YLM Training Workshop	A Scaffold Learning Approach as interactive activities in mapping out the work market careers.	5 days	5 Hours and 30 Minutes /training day.	Workshop	North region/Al-Mansoura+ Aidon "Princess Basma Center".	Trainers' fees will be provided by MOE.	2925.2	5979.8	MoE School Counselors.	44	20	Numbers include school counselors and CTT and not include students who had practical training, 31 males.
5	STC/YLM Training Workshop	A Scaffold Learning Approach as interactive activities in mapping out the work market careers.	5 days	5 Hours and 30 Minutes/training day.	Workshop	Center region / Geneva Hotel.	Trainers' fees will be provided by MOE.	3166.7	9530.65	MoE School Counselors	48	26	Numbers include school counselors and CTT and not include students who had practical training, 22 Females.
<b>Component 3: PD</b>													
1	Mentors Training Program	A training program for enabling schools' principals and expert teachers to provide support, advice, and coaching to newly hired teachers in the Induction program.	3 Days/ 3 Sessions	3hrs / session	Workshop	33 training sections in 30 directorates (Amman 1, Amman 2, Amman 3, Zarqa 1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid 1, Irbid 2, Irbid 3, Al Koorra, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag , Badia north west, Badia north east, Tafeeleh, Karak,		2.63	40.01	Principals and expert teachers from Induction teachers' schools.	697	574	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	
						Mazar south, Al Qaser, Aqaba, Maan.							
2	In Service – School-based General	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 (Amman 1, Amman 2, Amman 3, Zarqa 1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid 1, Irbid 2, Irbid 3, Al Koorah, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag, Badia north west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba, Maan).		8.25	51.97	In-service teachers, lab technicians, principal assistant, and principals.	1651	1033	Workshops completed. Onsite support in some sections still ongoing.
3	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	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 West, Badia	183425			122 schools from year 2 In service training program.			Completed four follow up visits / school until Y3Q2 and 84 visits from the 5 <sup>th</sup> follow up visit which is still ongoing. Total number of follow up visits is 572.

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	
		integrate ICT with modern pedagogies and provide teachers with constructive feedback.				North East, Al Mafraq, Al Koura, Bani Kananah, Jerash, and Ajloun).							
4	MOE trainers implementing school based training QA	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 / FD	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).	11285			MOE Trainers	28 MOE trainers	Not consistent	Completed seven rehearsals sessions one during the In-Service specialized Program, seven coaching and QA visits, and four orientation meetings
5	MOE trainers implementing Leadership training	Provide coaching and QA for MoE trainers who were identified in year 1 in service training program and who are currently implementing Leadership training in the 7 field directorates assigned during year 1 training.	4 Coaching and QA visits / MOE trainer / FD	3 hrs / Visit 3 hrs/ rehearsal	Coaching and QA visits, Rehearsal, Orientation meetings	7 FDs identified from Y1 7 (Amman First, Irbid First, Ajloun, Zarqa First, Ma'an, Al Karak, Al Tafilah).	10120			MOE Trainers	14 MOE trainers	Not consistent	Completed three rehearsals sessions one during the Leadership Foundation program, Three coaching and QA visits one during the Leadership Foundation program, and two orientation meetings.
6	In-service and Induction Specialized	The program targets In-service teachers and newly hired	12 Days/ 12 Sessions 6 Onsite	3hrs / session / 5 hrs / Onsite	Workshop/Onsite support (class visits)	136 training sections in 30 directorates from year 3	20240			In-service teachers and newly hired teachers	Not consistent	Not consistent	Ongoing (Completed 80 workshops by the end of

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
	training	teachers, to provide them with needed knowledge and skills needed to integrate new pedagogies with ICT in the classroom.	Supports/School (Class visits)	support		(Amman 1, Amman 2, Amman 3, Zarqa 1, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid 1, Irbid 2, Irbid 3, Al Koorah, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Ajloun, Mafrag, Badia north west, Badia north east, Tafeeleh, Karak, Mazar south, Al Qaser, Aqaba, Maan).								March).
7	Leadership Foundation training	The program targets leaders (supervisors and FDs' Heads of Departments) to build their commitment for training, and providing them basic concepts regarding their work.	4 Days/ 4 Sessions	3hrs / session	Workshop	20 training sections in 23 directorates (Amman 2, Amman 3, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid 2, Irbid 3, Al Koorah, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Mafrag, Badia north west, Badia north east, Mazar south, Al Qaser, and Aqaba.		8.71	65.78	Supervisors and Head of Departments in the FDs.	300	94		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	
8	Leadership General training	The program targets supervisors and schools' principals, to demonstrate change management and leading change in education.	6 Days/ 6 Sessions	3hrs / session	Workshop	20 training sections in 23 directorates (Amman 2, Amman 3, Zarqa 2, Ruseifah, Der Alla, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid2, Irbid3, Al Koora, Bani Kenanah, Al Aghwar north, Al Ramtha, Jerash, Mafrag , Badia north west, Badia north east, Mazar south, Al Qaser, and Aqaba.		8.71	49.32	Supervisors and schools' principals.	395	129	Ongoing
<b>MOE newly constructed schools by USAID</b>													
1	Block 1 and 2 titled the new school model and the new school community at Safieh Bint Abd Al Mutaleb School	This Part consists of 7 workshops titled: <i>"The school of future"</i> , <i>"The new school building"</i> <i>"Teamwork in the school"</i> <i>"The school culture"</i> , <i>"The school vision"</i> , <i>"The rotation process"</i> , and <i>"Planning for the first school day"</i> targeted all school staff, parents and the local community and aimed to build commitment,	7 days	21hours	Awareness and planning sessions	Rsaifah				All school staff, some parents and the local community.	239	239	Block 1 and 2 titled the new school model and the new school community at Safieh Bint Abd Al Mutaleb School.

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	
		awareness of the new school model a new positive school culture, vision and code of honor, identifying and distributing schools teams responsibilities and tasks.											
2	A workshop for the local community	This workshop aims to activate the role of students' parents and the community as partners in schools.	1 day	3 hrs	Educational training	Rsaifah				Local community and the administrative staff.	17	17	
3	"My School is My Responsibility"	This workshop aims to form teams for students, to identify the roles and responsibilities of each team by areas of work where students are divided into four teams: Hygiene Team, The School Beauty Team, The School Culture Team, and The Extra-Curricular Activities Team.	1 day	1 hour	Educational training	Rsaifah				All school students	656	399	
4	My school is my future	This workshop aims to help students be more	1 day	1 hour	Educational training	Rsaifah				All school students	656	399	

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	
		proud because of being students in these schools by helping them to know more about their schools facilities, equipments and parts and knowing their roles toward their schools.											
5	Block 3 training	This part aims to enable school teams in the following fields: <ul style="list-style-type: none"> <li>- Modern methods of teaching and learning.</li> <li>- Management and discipline of students.</li> <li>- The optimum utilization of school resources.</li> <li>- Leadership and management.</li> <li>- Activating the role of parents and the local community.</li> </ul>	-10 days -5 days -5 days -8 days -5 days	30 hours 15 hours 15 hours 24 hours 15 hours	Educational training	Rsaifah				The school teachers	35	35	
6	Block 4 training	<b>Block four:</b> "Innovation in the School" builds on the experience gained by the school staff during the last three blocks and is considered as a	2 workshops	3 hours		Amman, Irbid, Ramtha, Madaba, Rsaifah, Zarqa.				School teachers	322	175	The numbers are without Othman Bin Affan Sahab School because workshops have been postponed

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	
		step forward in sustaining and promoting the emergent practices in the school. This block focuses on planning and implementing activities and projects that aims at sustaining the new practices in the schools and providing the essential backstopping for the teachers and school staff in dealing with arising problems or obstacles and overcoming them											due to the security circumstances inside the school.
7	Onsite support where conducted since the beginning of the second semester in the 13 schools.	Onsite support aims to provide support and follow up of school staff in implementing new practices in schools, ensure the transmission of the impact of education on schools and ensure the continuity of the implementation of new practices in schools.	12 days (sometimes more than 1 day depends on work load).	1 day a week, 8 hours a day, 96 hours a month.		Rsaifah				All school staff	686	414	The onsite support was conducted by 1 or 2 coaches based on the situation and the period challenges at each school.

Component 4: Data Use

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	
1	Training for schools	Data Use for Decision – making training program consists of (6) training workshops, aims to enable participants to employ the data in the decision – making, to improve the level of school performance by discussing some strengths and weaknesses and compare the results with the performance average of other schools in the Directorate of Education.	6 days	3 hours	Workshops	Amman, Irbid, Petra			10,095.00	MoE teachers and Planning department employees at the MoE.	86	50	
2	Training for directorates	Data Use for Decision – making training program consists of (6) training workshops, aims to enable participants to employ the data in the decision – making, to improve the level of school performance by discussing some strengths and weaknesses and compare the	6 days	3 hours	workshops	Amman, Irbid, Petra			7,842.57	Teachers, principals, Planning department employees at the MoE.	21	9	The numbers are without training for Petra directorate.

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	
		results with the performance average of other schools in the Directorate of Education.											
<b>Component 4.3: JEI Strengthened Monitoring and Evaluation of the JEI</b>													
1	The Evaluators' Institute	This training was part of the certification process that was started in 2011. During this training, the trainee attended the following courses: -Qualitative Evaluation -Introduction to cost-benefit -Implementation Analysis -Project management for evaluators -Evaluation assessment.	14 days	Jan.9-22	Single	Washington, DC Melrose Hotel.	(Waived)	Airfare: 1,807.9	Per diem: 1,065 Accommodation: 2,869.37.	JEI	1	0	The trainee received a tuition waiver for this training.

## Project management

### ***H. Field Trips***

<b>Date</b>	<b>Details</b>
<b>Component 1.1: ECE</b>	
13-Feb- 12	Visited Rawdat Al Amira Alia KGs at Amman 1 Directorate to support the teachers on managing the physical environment
14-Feb- 12	Visited Nahal's KGs at Jarash Directorate to support the teachers on managing the physical environment
3-8- Mar-12	Conducted six field visits to KGs at Amman 3rd Directorate and Three to Amman 4th Directorate to support the teachers on PE and ensure proper implementation of PI activities.
10-15- Mar- 12	Conducted five field visits to KGs at Amman 5 <sup>th</sup> Directorate, two to Amman 2 <sup>nd</sup> Directorate, seven to Ein Al-Basha five at Al-Salt Directorate, four at Irbid 2 <sup>nd</sup> Directorate, seven at Karak Directorate and six at South Mazar Directorate to support the teachers on arranging and managing the PE and ensure proper implementation of PI activities
20- Mar-12	Visited Al Aramsheh School to attend G1-3 PI Implementation activities
17-22- Mar-12	Visited seven KGs at Irbid 2nd Directorate , one to Irbid 1st Directorate, four to Irbid 3rd Directorate one at North Ghour Directorate, five at Kora Directorate, three at Bani Kinanah Directorate, one at Madaba Directorate, four at Theban Directorate and two at Ramtha Directorate to support the teachers on arranging and managing the ensure proper implementation of PI activities
25-30-Mar- 12	Visited three schools at Giza two schools at Madaba four schools at Theban six schools at Zarqa two schools at South Mazar seven schools at Al-Qasser
<b>Component 1.2: ECE/ KG Renovation &amp; Furnishing</b>	
20-Feb-12	Start renovation works in cluster 5(a&b)
20 Feb-Mar 3-12	Supervising the renovation works in North and middle regions.
March	Distributing wooden furniture and educational materials for cluster 5(a&b)
<b>Component 2.1 YTC/ MIS</b>	
None	
<b>Component 2.2: YTC / STC</b>	
9-Jan-12	Visited two business locations to determine the Internship locations in Irbid
11- Jan-12	Visited to Al Jundiai factory to determine internship location
11-16 Jan-12	Visit and meet business locations for the counselors Internship in Karak, Al Qaser and Southern Ghor.
25, 26 Jan-12	Meeting in Karak and Southern Ghor Directorates with counselors for the Internship (Train counselors that didn't attend the training in Amman).
31-Jan-12	Visit to Electricity company to arrange internship for counselors

5-Feb-12	Meeting Al Karak Directorate with the Head of Counseling Division to coordinate the follow up responsibility for the counselors Internship.
30, 31 Jan, 1, 2, 5 Feb-12	Visited 5 business locations to determine the Internship locations in Irbid, Bani Kenanah and Ramtha.
9-Jan-12	Visited 2 business locations to determine the Internship locations in Irbid(
11- Jan-12	Visited to Al Jundiai factory to determine internship location
1-Feb-12	Meeting Al Qaser Directorate with the Head of Counseling Division to coordinate for the follow up responsibility for the Internship.
5-Feb-12	Visit to Irbid commercial chamber to follow up counselors internship
7, 8, 9 Feb-12	Visits for monitoring the Implementation of the internship activities in the locations in Karak (1 location), Al Qaser (2 locations).
7, 8, 9 Feb-12	3 full day visits to monitor the Implementation of the internship activities in 5 locations in Irbid (2 locations), Bani Kenanah (2 locations) and Ramtha (1 location).
12, 13, 14, 15, 16 Feb-12	5 visits to collect Internship tools from field directorates and internship locations.
13,14,15 Feb-12	Collect pathways tools from middle region ( five schools)
14, 15, 16 Feb12	- Visits for monitoring the Implementation of the internship activity in Southern Ghor (Jordan Bromine) and collecting Internship forms.
19, 20, 21, 22, 23 Feb-12	Seven visits to Collect 2011-2012 STC observation tools and rubrics.
20, 21 Feb-12	Collecting the Pathways observation tools in south region.
22, 23 Feb-12	Aqaba. Career Centre opening ceremony in Al Thamneh school / girls.
22- Feb-12	Visit to Amman 1 Directorate to collect pathways tools
27- Feb-12	Visit to Zarqa2 Directorate to collect pathways tools
26, 27 Feb-12	Collecting the Pathways observation tools in south region.
<b>YTC/STC/ Renovation</b>	
12-Feb-12	Start the assessment works for the counselor offices and career centers.
12-Feb to 31-Mar -12	Assessment in north, middle and south regions
<b>Component 2.3: YTC / LS</b>	
24-Jan-12	One visit to Um sharik school to follow up basketball set up
1-Feb-12	Meeting in Al Yarout school for boys with the principal to resolve the issue of installing the sports heavy equipments that is donated by the private sector
12-Feb-12	Visits to Al Qaser Directorate. Al Yarout school / boys and Sarfa school / girls with Al Momayaz for the installation of sport equipments donated by private sector.
26, 27, 28- Feb-12	Three visits, Collecting 2010-2011 LSTS tools from Schools in Mafraq and Irbid.
4- 8-Mar12	Ten visits, Collecting 2011-2012 LSTS tools.
5,6,8-Mar-12	Collecting 2010-2011 LSTS tools from Schools in Tafileh and Southern Ghor.
12-Mar-12	Visited two directorate (Zarqa – Alersaifeh) to collect data from PE teachers
11- 22-Mar-12	23 visits for the LSTS assessment in 4 directorates: 7 schools in Irbid 2 <sup>nd</sup> . 6 schools in Northern West Badia, 6 schools in Ramtha and 4 schools in al Kourah.
13, 14-Mar-12	assessment Visits to eight schools in middle region
18, 19, 22-Mar-12	assessment in three directorates in the south region : 7 schools in Southern Badia Directorate, 2 schools in Al Shoubak Directorate, 1 school in Busera Directorate.

20, 21-Mar-12	Hand over sport equipments (donated by private sector) in Al Qaser Directorate (Sarfa school / girls and AlYarout school / boys), Ma'an Directorate (Al Thawra school /boys) and Petra Directorate (Asma school / girls and Al Taybeh school / boys). With Creative engineers and the MOE field Directorates members.
25, 26,27-Mar-12	assessment in two directorates in the south region: 1 school in Al Shoubak Directorate, 10 schools in Busera Directorate.
25-Mar-12	Assessment visit to one schools in Mowaq Directorate in middle region
26-Mar-12	Hand over visit to Madaba Directorate for the sports equipments donated by the private sector.
27-Mar-12	Hand over visit to Um Shorik school for the sports equipments donated by the private sector.
28-Mar-12	Hand over visit – 2 schools in Ajloun for the sports equipments donated by the private sector.
<b>YTC/LS/ Renovation</b>	
Jan-31though Mar-12	Supervise the renovation works and taking over for the sports areas (Civil works, Finishing works-Acrylic paint and installing heavy equipments).
<b>Component 3: PD</b>	
13-Feb-12	QA field trips to Irbid First, Theeban, and Jerash FDs for In-service teachers training locations.
21-Feb-12	QA field trips to Irbid Third, and Ajloun FDs for In-service teachers training locations.
27-Feb-12	QA field trips to Mazar South, Karak, and Al Qaser FDs for In-service teachers training locations.
7-Mar12	QA field trips to Amman First, and Amman Second FDs for In-service teachers training locations.
13-Mar-12	QA field trips to Der Alla, and Amman Third FDs for In-service teachers training locations.
19-Mar-12	QA field trips to Irbid Second, Al Koura and Bani Kananah FDs, and Irbid Third FDs for Leadership General training locations.
<b>MOE NEWLY CONSTRUCTED SCHOOLS BY USAID</b>	
13-Feb-12	Conducted the USAID mission director's Ms. Beth Paige visit to Aqaba 3 MOE newly constructed schools funded by USAID where she briefed on the achievements made, met students, and their parents and attended a number of computerized activities and lessons.
<b>Component 4: Data Use</b>	
9-Feb-12	In Irbid 1 (and UNRWA) introduce the Data Use initiative to the FD Managing directors, examination and planning division staff and making sure that FD data were entered.
12-Feb-12	In Amman 1 (and 1 private school) introduce the initiative to the FD Managing directors, examination and planning division staff and making sure that FD data were entered
19-Feb- 12	In Petra (and Showbak Military School) conducted a field visit to Petra directorate where a meeting was held with Head of field directorate and training was performed by MoE to all participant schools in the Data Use for Decision-making program.

## ***I. Consultants***

<b>Dates</b>	<b>Name of Consultant</b>	<b>Activity &amp; Deliverables</b>
<b>Component 1 ECE:</b>		
29-31 Jan.2012	ATA- Rami Al-Takrori	Advocacy Campaign Capacity Building Workshop.
12-16 Feb.2012	Al- Salah Institute	Communication & Technical Writing Capacity Building Workshop.
11-15 Mar.2012	ATA- Rami Al-Takrori	PR & Mass Media Capacity Building Workshop.
<b>Component 2: YTC</b>		
March 2012 – August 2012	Dr. Yazan Abdo	Develop champions and festivals material and upgrade the students and ToT manual and enhance the community mobilization materials.

## Annexes

### ***Annex 1: Quarterly Report Detailed Activity Matrix***

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

[ERSP Y3Q3 Activity Matrix 1 May 12.xls](#)

### ***Annex 2: Newly Constructed (MOE NEWLY CONSTRUCTED SCHOOLS BY USAID) Schools Implementation Details***

#### **A. List of school projects with status of implementation.**

#	School Name	Projects	Status
1	Um Qsair w IL Muqabaleen School	Portfolio for Teachers	Undergoing
		The Leader Student	Ongoing
		The Productive School	Undergoing
		Discipline through Sport	Done
		Training courses for the local community	Undergoing
		Local Community Interactive day	Done
2	Al Qadesiah Tabarbour School	Thank You	Ongoing
		School Agenda	Done
		Quality Standards	Undergoing
		The electronic website and FB page	Done
		Electronic Library	Done
		The Leader Student	Done
		School guidance manual	Done
		Traffic cards	Done
		Traffic day	Done
		My Nutrition	Undergoing
		The “ Kher “ Basket	Done
		We communicate to Learn	Done
		Puppet Theater	Ongoing
3	Maimouna Bint Al Hareth School	The Book Exhibition	Undergoing
		The Technology Exhibition	Done
		School Website	Done
		Formative Assessment and the Electronic Exam	Done
		“ Set Al Beet”	Done
		Our love for our School	Done
		Our Code of Honor is the Basis of our Work	Done
		Read to Learn	Undergoing
4	Abdel Munem Riyad School	Anti-smoking	Done
		First Aid	Done
		Interactive White Board Training	Done
		My School is My Home	Done
		Electronic Library	Undergoing

5	Al Qadesiah Ein Al Basha School	The Exhibition Book	Done
		The Hygiene Cup	Done
		Interactive Board Training	Ongoing
		Mushroom Incubators	Ongoing
		Paper Recycling	Ongoing
		Positive Culture inside the School	Undergoing
6	Othman Bin Affan Sahab School	Combat Smoking	Ongoing
		Interactive Board Training	Done
		The English Club	Ongoing
		E-library	Ongoing
		Thank you my Teacher	Ongoing
		The Young Teacher	Ongoing
7	Dahiet Al Ameer Hassan School	Cooperative Learning	Done
		Interactive Board Training	Done
		Training center	Undergoing
		MOE newly constructed schools funded by USAID' Conferences Center	Undergoing
		Career Day	Undergoing
		Stars of the Month	Ongoing
		School website and FB	Done
		“Because You Deserve “	Ongoing
8	Jabal Tareq School	Suggestion Box	Done
		Interactive Board Training	Done
		E-library	Done
		Learning disabilities center	Ongoing
		Courses in the Arabic line	Ongoing
		Cans Recycling	Ongoing
		Traffic Awareness	Ongoing
9	Othman Bin Affan Irbid	Our Food ... Our Medicine	Ongoing
		School Website	Done
		The English Club	Ongoing
		E-library	Done
		Thank you my Teacher	Ongoing
		The career day	Undergoing
10	Saad Bin Abi Waqas School	The English Club	Ongoing
		The Math Club	Ongoing
		The Book Club	Ongoing
		Manufacture of Soap	Done
		Towards a Safe School Environment	Done
		Football Team	Done
11	Aysha Bint Abi Bakr School	Interactive Board Training	Done
		Cooperative Learning	Done
		Six Hats training	Done
		Suggestion Box	Undergoing
		The Science Club	Undergoing
		The Career Day	Undergoing
12	Madaba School	The Book Exhibition	Done
		The Technology Exhibition	Undergoing
		School Website	Done
		The Short Story Club	Ongoing

	The Poetry Club	Ongoing
	Paper Recycling	Ongoing

**B. Internet coverage in the MOE newly constructed schools funded by USAID:**

#	School Name	Internet Line
1	Al Qadesiah Tabarbour	Yes
2	Jabal Tareq	No
3	Abdulmenem Riyadh	Yes
4	Al Qadesiah Ein Al Basha	No
5	Othman Bin Affan Irbid	No
6	Madaba School	Yes
7	Othman Bin Affan Sahab	Yes
8	Maimouna Bint Al Hareth	No
9	Dahiet Al Ameer Hassan	Yes
10	Saad Bin Abi Waqas	Yes
11	Safieh Bint Abd Al Mutaleb	Yes
12	Aysha Bint Abi Bakr	Yes
13	Um Qsair w Il Muqabaleen	Yes

**C. Details on provision of Guards:**

School Name	Number of Guards	Number of Custodians
Saad Bin Abi Waqas School	1	4
Al Qadesiah Tabarbour School	2	3
Jabal Tareq School	1	2
Aysha Bint Abi Bakr School	2	3
Othman Bin Affan Sahab School	1	3
Othman Bin Affan Irbid School	1	3
Maimouna Bint Al Hareth School	2	3
Um Qsair w Il Muqabaleen School	1	1
Madaba School	2	4
Dahiet Al Ameer Hassan School	2	4
Abdel Munem Riyad School	1	4
Al Qadesiah Ein Al Basha School	1	3
Safieh Bint Abd Al Mutaleb School	2	4