



EDUCATION REFORM SUPPORT PROGRAM (ERSP)

QUARTERLY REPORT

JULY 1, 2012 TO SEPTEMBER 30, 2012



Cooperative Agreement: #278-A-00-09-00305-00

October 2012

This report was produced for review by the United States Agency for International Development.
It was prepared by Creative Associates International.

Education Reform Support Program (ERSP)

Quarterly Report July 1, 2012 to September 30, 2012

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Submission Date: October 30, 2012

Photo: Compliments of Save the Children

Executive Summary

This first quarterly report for Year Four of ERSP covers the period between July 1, 2012 and September 30, 2012.

The Ministry of Education struggled to regain its momentum after the transition in leadership in the previous quarter. The ETC, which had been formulated in June, spent the next few months clarifying roles and responsibilities, and moving to a new office building. The attention to these administrative affairs slowed progress on technical and programmatic issues. His Majesty King Abdullah visited the Ministry on August 27, 2012 and requested a conference to be held within three months which would outline a long-term strategic plan for public education in Jordan.

The Early Childhood Education component took advantage of the summer break to make significant progress on the teacher training modules for KG (the CTP) and Grades 1-3. The Ministry also designed and began implementing a rigorous assessment of the impact of the Parent-Child Package activity on students' learning readiness in first grade. The Quality Assurance (QA) Directorate analyzed the results of the national QA audit, including interpretation of the findings, raising the quality standards, and planning next steps to disseminate the results.

The Youth, Technology and Careers component faced several institutional challenges this quarter. After the excitement surrounding the establishment of the Counseling Directorate, internal politics within the Directorate stymied progress on the transition of STC. Similarly, the announcement of a new Division of Festival and External Programs and the abrupt shift of LSTS from its long-time home in the School Sports Division to this new Division posed obstacles to implementation at the beginning of the academic year. Fortunately, the successful implementation of community sports festivals in all regions presented a bright spot for LSTS. The MIS team presented the results of the MIS Effectiveness Study to the Ministry, and both parties mutually agreed that the study accomplished its objectives.

Professional development programs continued to face resistance, even with the mandatory participation in the Induction program for newly appointed teachers. The MoE remains reticent to apply direct authority or put pressure on teachers and school leaders in these politically sensitive times. Induction has once again faced difficulty in achieving a critical mass of participants and logistically viable groupings from the MoE. ERSP conducted site visits to trainings alongside senior managers from the Education Training Center, during which the quality of ERSP training materials and trainers was evident. Selection is underway for 188 schools to participate in the in-service programs to be rolled out simultaneously by the ERSP team and the MoE in Year 4. Training will begin in October.

Of the eleven newly constructed schools funded by USAID which were scheduled to open at the start of this academic year, only four were opened by the end of September due to delays in handing over to the Ministry, furniture delivery and utilities. Despite the significant obstacles, the PD team initiated Block 1 and 2 training for appointed staff of all schools. In the four opened schools, despite lack of furniture, schools are functioning and the teaching and learning process is productively, if not optimally, underway with communities coming forth with temporary solutions to the furniture issues.

The Data Use Component roll-out plan is being implemented and momentum is on the rise. Improvements were made to the training materials and strategies to be applied in implementing the Data Use for Decision Making program based on the earlier pilot. Field Directorate personnel from twenty field directorates have undergone training on data use and the roll-out for the first semester's 260 schools has begun.

In the next quarter, ERSP will gear up for its final full academic year of implementation. The project will advance the transition activities to Ministry responsibility by developing Operational Plans for all programs to guide implementation. ERSP will also plan a follow-up workshop with Ministry counterparts to reinforce transition planning.

Acronyms

CTP	Comprehensive Training Program
CTT	Core Training Team
DCU	Development Coordination Unit
DTT	Directorate Training Team
DU	Data Usage
ECD	Early Childhood Development
ECE	Early Childhood Education
EDI	Early Childhood Instrument
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Training Center
ESP	Education Support Program
FD	Field Directorate
G1-3	Grade 1 to 3
HED	Higher Education Diploma
ICT	Information Communication Technology
JEI	Jordan Education Initiative
KG	Kindergarten
KPI	Key Performance Indicator
LOE	Level of Effort
LStS	Life Skills through Sports
MD	Managing Director
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
NCS	Newly Constructed Schools
NGO	Non Governmental Organization
PCP	Parent-Child Packages
PD	Professional Development
PI	Parental Involvement
QA	Quality Assurance
QRC	Queen Rania Center
QRTA	Queen Rania Teachers' Academy
RF	Results Framework
SDDP	School and Directorate Development Program
SDIP	School District Improvement Program
STC	School-to-Career
TC	Technical Committee
TOR	Terms of Reference
TOT	Training of Trainers
WG	Working Group
YTC	Youth, Technology and Careers
Y1, Y2, Y3	Year 1, Year 2, Year 3 etc.

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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

In the first quarter of the fourth year of implementation, the Ministry of Education and ERSP advanced the transition of activities across component areas with attention to quality.

Successes Achieved this Quarter

- The ERSP team conducted an internal Strategic Planning meeting this quarter, to clarify our long-term transition objectives, identify problems and determine solutions, and take advantage of opportunities for cross-component collaboration. This meeting was extremely productive and lays the necessary foundation for the Strategic Planning meeting that will be held with Ministry counterparts in the coming quarter.

- The MoE appears to be responding to the transition plan agreements for the ECE, PD and DU programs, with some shifts in roll-out for DU. There are some questions regarding STC and LSTS.

Challenges

- The newly formed ETC, which was formerly housed in the Training Directorate at the central Ministry offices, was moved to the Queen Rania Center building. This vast move of equipment, documents and personnel caused significant disruption across components, with lost or unaddressed correspondence, unavailability of key decision-makers, and difficulty scheduling meetings.
- ERSP faced several unexpected challenges as a result of the reshuffling of particular Directorates and personnel. This particularly effected School to Career and Life Skills through Sports. Changes in Directorate and Department leadership, and the move of entire programs to new Directorates poses significant risk to successful transition.

Associated Actions

- Next quarter, ERSP will conduct a follow up strategic planning meeting with the MOE. The purpose of the strategic planning meeting to review progress on transition, strengthen the process and adjust models to increase the potential for sustainability.

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 that takes into account the developmental learning needs of this age group.

Objective 1.1 Strengthened Capacity of Ministry ECE Staff

Successes Achieved in Quarter 1

- The ECE team conducted three regional meetings (North, South and Center) with Field Directorate staff to present progress on ECE and ask for their support and engagement moving forward. Field Directorate staff recommended that these meetings should be conducted regularly as they are critical to activate the role of FDs in supporting ECE.
- As a follow up on the alternative policies report, the ECE Technical Committee developed an action plan to increase KG access based on the recommendations of the report. According to the action plan, the MoE will formulate ECD Working Groups in the three regions. Each WG will consist of MoE staff at FDs, representatives from local NGOs, private sector and universities. The working groups will be responsible for networking, building partnerships and determining the best means for increasing KG access in their regions. This engagement of regional FD working groups is helping achieve the sub-component objective by extending beyond the MOE central office to reach critical ECE actors in the field. These individuals have too often been left out of the



process, and have much to add in the effort to improve KG access and quality. The working groups will build participants capacity to set ECE-related objectives and work plans and to engage the local community and private sector in support of ECE goals.

Challenges

- The new role of supervisors is still unannounced; as soon as it is finalized the ECE team will support the adaptation for the KG supervisors' job description and update the training materials accordingly.
- Selecting ECE regional working groups was challenging because some of Heads of Directorates in the central Ministry do not know the capacities of the FD staff reporting to them. It was also critical to the Head of Directorates at the center to be involved in these working groups and not to miss the opportunity to take part in what they considered to be a "high profile mission."

Actions to be Taken

- Instead of waiting for the new role of supervisors to revise the KG supervisors' job description, the ECE team will meet with the Head of the ETC to determine the best way forward in the interim.
- The ECE team will create a plan to support the regional ECD working groups and to build their capacity to carry out all activities required. The ECE team will also be responsible for holding and organizing regular meetings with FD staff to involve them in the process of decision making regarding all issues related to ECE.
- The ECE team will make regular meetings with the Heads of Directorates at the center to update them with the ECD working group activities and to invite them to the regional meetings. This will keep the center involved and unthreatened by what is going on in the FDs; it will also help improve the communication between the center and the field.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 1

- The ECE team started the process of conducting opening ceremonies in the ERSP newly opened KGs by distributing materials required for the ceremonies. The ECE team attended four opening ceremonies in September and will continue attending them in October.
- The ECE team developed visual aids about classroom rules to support KG teachers in managing the learning environment. The visual aids list rules for children to follow when they are in each corner. These rules should be discussed with children first then be displayed where children can see them. The need for this was identified in last year's site visits.
- The demand for KG classrooms increased this quarter, likely as a result of the regional FD meetings. The ECE Directorate is receiving calls from principals requesting to create new KG classrooms.
- Completed the renovation and furnishing works for 59 KGs in Cluster 5 and completed the taking over process with the FDs.
- Successfully merge two clusters in order to reach 62 KGS instead of 34 for cluster 6.



Challenges

- The list of KGs for cluster 6 was supposed to be sent by the Ministry in August; however it was received on 24 September, 2012. This delayed the start of work on cluster 6.

Actions to be Taken

- The ECE team will support the MoE to conduct principals' training for newly appointed principals and principals of newly opened KGs in October and November, according to the plan.
- Start the renovation and furnishing works for the 62 KGs in cluster 6.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved in Quarter 1

- The Ministry completed the initial draft of the long-awaited CTP training materials this quarter, covering 140 training hours. All modules which were developed by ERSP – physical environment, storytelling, music and movement, special needs, parental involvement and quality assurance – were incorporated into the CTP.
- Simultaneously, the Ministry completed the initial draft of the G1-3 training materials, covering 60 training hours. The training materials cover areas including transition, parental involvement, physical environment, teaching strategies including thematic approach and a special focus on teaching reading, writing and math.

Challenges

- The upheaval in the ETC (moving to new offices, interviewing new staff) significantly delayed progress of committee work on ECE priorities.

Actions to be Taken

- Both CTP and G1-3 training manuals will be evaluated for approval by special technical committees. Also, evaluation methods for the trainees will be determined for both manuals in coordination with M&E Directorate at the ETC. The evaluations will include attendance requirements, an examination and practical evaluation to ensure that trainees retained the content and skills of the training.
- Two CTTs will be formulated and trained by ERSP to carry out the trainings for KG teachers and G1-3 teachers. The training will be implemented in the next semester in close coordination with the ETC.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 1

- After the successful implementation of the Parent Child Packages activities and the development of an M&E plan to measure its impact, the ECE team developed the evaluation tools (based on the Ministry's EDI instrument), selected the evaluation sample, recruited and trained data collectors and set the data collection plan for October.
- The ECE team supported Early Childhood Directorate to develop its PI annual plan. It was agreed with MoE that they will be responsible for conducting refresher trainings for PI coordinators with the support of ECE team.

Challenges

- It was a significant challenge to track the children who participated in the PCP activities for the sampling because they enrolled in different schools for first grade. The ECE team had to contact each school and sometimes individual parents to find out where children are enrolled. However this step was critical to ensure validity of the sample.
- With the new structure and mandate of the new ETC, it is not clear yet if it should be responsible for PI activities for G1-3. The ECE team is advocating that the Early Childhood Directorate should be the home of PI activities in G1-3 as well as in KGs.

Actions to be Taken

- The PCP data collection will be conducted during October, and a report of the findings will be developed and shared with MoE and USAID in the next quarter.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved in Quarter 1

- After implementing the QA audit nationwide, all data was entered in an Excel database. An audit was conducted on data entry to make sure that collected data was entered correctly. The data entry audit revealed minimal mistakes.
- The MoE requested a user-friendly database for the purpose of data entry, analyzing data and generate reports of findings. A Scope of Work for the QA database designer was developed. ERSP is collaborating with UNESCO to make sure that the new database will be aligned to the extent possible with the Ministry's evolving EMIS system.

Challenges

- The initial results of the QA audit indicated a high pass rate (97%) of quality KGs. There are a number of possible explanations for this result. First, both QA staff and supervisors got a very quick training on the new audit tools and that might have affected the quality of the audit. Second, because of the lack of KG supervisors, there was a need to involve the G1-3 supervisors in the technical audit. We suspect that the standards of quality for G1-3 supervisors might be different than KG supervisors. Third, and most important, it is agreed with MoE now that the bar for quality was set too low and it should be raised. There has been a lot of work during ESP and ERSP in improving the quality of KGs including physical environment, teacher training, principal training and hiring more KG supervisors. All of these efforts have improved the quality of KGs and therefore the Ministry's expectations should be higher.

Actions to be Taken

- As agreed with MoE, the quality bar will be raised from 70% to 85% for the total score, and from 55% to 70% for the scores on technical and administrative tools. In the re-analysis using this higher benchmark, 65.4% of KGs met the standard of quality.
- Conduct intensive trainings for both QA staff and KG supervisors on definitions of quality implementing the technical and administrative audit. G1-3 supervisors will not be involved in the QA process next year, and KG supervisors will be given more time to implement the audit.
- A check on the audit will be carried out during October, to make sure that the process of the technical and administrative audit were conducted properly.
- The findings will be shared through QA directorate at the centre with FDs. This process will also involve other directorates such as ECD, Planning and ETC. The ECE team will support MoE to conduct regional meetings with FDs to emphasize that the results should be addressed at directorate and school levels. These meetings will include discussion of ten overarching questions about interpreting the data for practical, actionable responses.

E. Component Area 2: Youth, Technology and Careers

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

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved in Quarter 1

- In lieu of the “hard spots” tender, ERSP and the MoE agreed on a new strategy to build the capacity of QRC to develop e-learning materials. The agreement was to have a comprehensive training program to achieve the desired capacity building of QRC. Seward Inc., an ERSP partner, will conduct a series of six workshops (of one week duration each), to take place at QRC over the next 18 months, with product development activities being conducted in the interim.
- To lay the foundation for this E-learning Capacity Building training program, ERSP conducted several meetings with MoE pertaining to participants, location and the IT infrastructure needed for developing e-learning modules. Based on that, ERSP collaborated with MoE for Seward to interview 35 participant candidates and select 25 of them to be part of the training program. Seward produced a pre-assessment report based on the interviews, which serves as a baseline for their intervention. The report was shared with MOE and USAID in Arabic and English.
- Seward has also conducted an IT inventory assessment for QRC software and hardware to identify the directorate’s IT needs. The IT inventory assessment found the hardware to be sufficient, and recommended the purchase of two software applications: Articulate Storyline and Adobe in addition to additional memory. ERSP approved Seward’s recommendations and proceeded in the procurement process to address the identified IT needs. The IT inventory assessment report was shared with MOE and USAID in Arabic and English.
- ERSP completed the MIS Effectiveness Study, and submitted it to the MOE and USAID in Arabic and English.

Challenges

- After completing the final report of the MIS Effectiveness study, ERSP and the MIS Effectiveness TC reviewed terms of lessons learned and findings. However, there was a lack of clear vision from the MoE about what the findings would be used for, and what the purpose would be to continue the study. Therefore the research team and MoE agreed not to continue it.
- The e-learning capacity building program is designed so that each workshop builds on the previous one; therefore commitment to attendance and keeping up with assignments is critical. ERSP sought a letter of commitment from the MoE to ensure the availability of participants for the duration of the series. The MoE was not able to provide such a letter; therefore ERSP is relying on the commitment of the individual participants to ensure the success of the program.

Actions to be Taken

- The first e-learning capacity building workshop will begin on the 14th of October 2012. ERSP will work closely with QRC to make the necessary preparations prior to Seward’s arrival. ERSP will install the additional memory and software, and arrange logistics. A five day workshop will take place in QRC where trainees will be trained on conducting analysis of learners, environment, instruction, and delivery system and constraints. Trainees will be trained on setting learning objectives and assessment writing techniques.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 1

- Student internships were conducted in 67 business locations all over Kingdom, with 502 students participating. The locations included public institutions and private sector businesses. Counselors accompanied the students, and additional monitoring visit were done by the CTT and the YTC team. The students gave glowing reviews about their experiences.

- Pathways to the Future training was conducted with 84 counselors, from 84 schools and eleven Directorates. The training was led by 15 new DTT members, who had been trained by last year's DTT. The YTC team conducted a planning meeting with the CTT from the eleven participating Field Directorates to plan monitoring visits for the Pathways sessions and follow up on the implementation plan with their counselors.
- The YTC team participated in the Counselors' Competencies Committee that was established in coordination between the MOE and UNICEF. The Counselors' competencies were completed and are now under review by selected university professors. Career Counseling is covered in one of the sub-domains of the competencies.
- The STC team completed the evaluation report for the STC program and submitted to USAID. The findings were mostly positive, with constructive feedback to make some improvements. Improvement suggestions included updates to the counselor job description to institutionalize career counseling, and improve orientation of principals to support the program and investigate why the evaluation found weaker impact with grade 10 students.
- The Engineering team completed the renovation work and furnishing for 12 career centers and 90 Counselor offices out of 97. It was agreed with USAID that no further career centers will be constructed after these 12. This decision was made because the MOE Counseling Directorate has been paralyzed by internal politics since its establishment and despite extensive ERSP support still does not have an operational plan to utilize the Centers.



Challenges

- Continuous changes in the staffing of the Career Counseling Division have diverted critical time and attention from the management of the program.
- The MoE still does not have a clear plan to utilize the career centers. ERSP has embraced the idea of expanding their use beyond career counseling to include all counseling activities (academic, psycho-social). The MoE was unable to finalize the TOR during this quarter, despite significant pushing from the YTC team, because of the instability among personnel in the Directorate.
- The membership of the STC Technical Committee had to be changed in response to the staffing changes within the Directorate. There are now new members on the committee who know nothing about the program, while knowledgeable individuals are no longer on the TC.
- It has been several months since the formulation of the Counseling Directorate, and yet there is still no clear vision or set of priorities governing the actions of the staff. The members of the Counseling Department still do not have job descriptions.
- The performance of the contractor was not up to the established quality standards and renovation requirements. However, the ERSP engineering team followed up with the contractor on several critical points to ensure that all the renovation works were corrected to adhere to our standards, and now the work is satisfactory.



Actions to be Taken

- ERSP will meet with the Head of the General Education Directorate to discuss the personnel issues facing the Counseling Directorate and the Career Counseling Department in particular.
- The YTC team will work with the MoE to finalize the TOR and plan to utilize the Educational/Career Counseling Centers.
- The MoE and the YTC team will implement workshop to train the counselors on the students' portfolio.
- The YTC team will support the Pathways to the Future sessions at the 84 schools.
- The Career Counseling Division must follow up with the transition of the program activities to the 188 schools from Year 2 and Year 3.
- The Engineering team will focus on site visits with the FD engineers in order to follow up and control the quality of the renovation work.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 1

- The Ministry finally took action on the need to assign guards in the schools implementing LSTS. They sent a letter requesting the Field Directorates to provide the names of the guards at the targeted schools and make sure they are showing up to work.
- The YTC team completed the evaluation report for LSTS, and the findings were shared with USAID. The results were mostly positive, and provided constructive feedback about the impact of the program on the students and their life skills.
- The YTC team engaged external expertise to revise the TOT manual and student's manual to improve the integration and elaboration of life skills in the materials and specify the behaviors that students gain through the sessions.
- Five sports festivals and four sports leagues were completed in September for the 27 Year 3 schools. (Two leagues and one festival had been completed in May, for a total of six of each activity.) Four of the festivals were extremely successful. About 1,200 students participated in the festivals, in addition to members of the community and private sector. The students reported that they loved the activities. Invitations for parents and local community were distributed before all the festivals, and their participation played a vital role in changing attitudes toward sports, especially for girls. The General Directors at the FDs opened the festivals and distributed medals for the students, certificates for teachers and CTT, and a trophy to the winning team.
- The girls' festival in the south region was a special success. The community requested to organize the festival without the attendance of any men, which presented many logistical challenges. However, everything went well and the students had a great experience. They talked about their participation in the program in a small group discussion with USAID.
- Completed the renovation civil work, and installation of sports equipment for six sports areas in the North and South regions. Received good feedback from USAID on the quality of the work that has been done.



"I even see sports games in a different light now, knowing that a game can teach you so many skills to apply in your daily life"
– Gassem Al Batarneh, 16 y.o. LStS participant.

Challenges

- One boys' festival in Karak was not successful. Many factors contributed to this, including that the teachers are new, this is the first time for students to participate in an activity like this, and there were clashes between students from different tribes.
- LSTS was abruptly removed from the School Sports Division to a newly established Division (Festivals and External Programs). This means the MoE counterparts that had been engaged in LSTS for the previous three years are no longer involved, and new people are taking over. This transfer requires significant time from the YTC team to provide orientation and new capacity building for the new staff.
- In reviewing targets with USAID, the YTC team realized that it had overestimated the number of students who could be reached through LSTS activities in the target schools as well as in neighboring schools. A memo was prepared and submitted to USAID to justify the reduction in anticipated beneficiaries from 39,400 to 13,240 students, although the contractual target of 100 schools remains the same.

Actions to be Taken

- Intensive meetings will take place with the staff at the new Division to give them the necessary knowledge to carry forward the implementation of LSTS.
- The YTC team will conduct an LSTS training workshop for the 33 PE teachers from 12 Educational Directorates according to the work plan.
- Implementation of LSTS sessions will take place in all 33 schools after school hours, and encouraging the teachers to engage more students from the same school. CTT members will develop plans for implementation monitoring visits.
- The Technical Committee and the newly established Division must follow up on the implementation of the program in the 47 schools that participated in Year 2 and Year 3.
- The Engineering team will continue the renovation work and installation of the equipment for three sports areas in the middle region.

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 for the effective use of facilities in 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 1

Induction Foundation

- Six hundred seventy-one newly hired teachers were identified for the Induction Foundation program. This phase of the program took place in July in 33 sections with newly appointed teachers from 35 FDs; a total of 133 workshops were conducted.
- Four hundred seventy-two teachers registered with the training program.

- The Induction Foundation training built common ground among trainees. The program covered four main topics: Future School in 21st Century, Communication & Feedback, Teamwork and Planning. Three hundred twenty five participants achieved 100% attendance, 109 participants achieved 75% attendance, 21 achieved 50% and the remaining fell below this level.



- During the training, the master trainers witnessed the beginning of change in the teachers' perspectives towards schools in Jordan. The trainers helped teachers to visualize their dream schools based on the capacities, strengths and successes they saw at schools they studied or worked in before. They produced their own visions for these dream schools and defined their roles to reach this aim.
- The teachers were highly satisfied with the training implementation and noted highest (91%) in the satisfaction surveys. This can be attributed to the joint effort of the ERSP PD team and the Heads of Supervision departments at the FDs working to overcome the training challenges.
- The satisfaction surveys also showed that the training was highly effective and the trainees thought the benefits of training was high (90%). This was displayed in the high consistency of attendance (92%) among the trainees who attended at least 75% of the training days. Also, the teachers were aware of the importance of the skills they acquired.
- The ETC, the FDs and the ERSP PD team worked intensively together to overcome training challenges and this contributed to the success this quarter.

Induction General

- The program began on July 30th and is still ongoing in 33 sections with participants from 36 FDs with the total of 603 workshops conducted during this quarter. The number of teachers who attended the training program was 486. A total of 271 teachers achieved the 80% attendance percentage so far.
- The Master Trainers reported that in many FDs, the trainees were highly satisfied about the training especially in Irbid 3rd where they emphasized the importance of active learning, student-centered learning process, linking learning to real life and learning environment management for effective learning. Also, the teachers enjoyed and benefited from "Day 7" training subject (Multiple Intelligences) and designed learning tasks they will use in their classrooms. They were highly engaged during "Day 8" workshop and liked the idea of "micro teaching" especially in North Ghore, Theeban, Amman 4th and Zarqa 2nd FDs. They emphasized the importance of reflecting on their teaching experience and actively discussing these experiences from the point of views of teachers and students.
- The principals of the newly hired teachers from Deir Allah FD praised the training outcomes and teachers' development they observed during the school selection visits carried out with the Head of Supervision department.
- Joint visits were conducted by the lead managers from the ETC and ERSP to the induction training program sessions implemented by both the MoE and ERSP. Through observation it was clear that the ERSP program organization, content, and trainers were of higher quality and more conducive for participating trainers. Trainers were more predictably engaged and active in the ERSP programs.

Challenges

- The starting date for the ERSP induction training was not established as the official starting date of employment at the MOE for the newly hired teachers, as it was for the MoE training participants. This led many of the targeted teachers to withdraw from the beginning of the ERSP training and seek a placement in the MoE implemented program.

- Summer vacations caused absenteeism of many teachers because they are residents of different FDs. They preferred to join training in their local FDs instead of their assigned FDs. ERSP reached these teachers and partially solved this challenge through encouraging them to attend the training in their local FDs, especially those in Al Aqaba FD.
- The far distance between the trainees' schools and the training venues in six areas continued to be problematic and affect attendance.
- Minor challenges such as locked training venues emerged during the first day of training, but this issue was quickly resolved through effective communication between the ERSP PD team, the Master Trainers and the concerned FDs. This issue did not reoccur afterwards in these FDs.
- Al Aqaba and Al Muwaqqar FDs transferred four trainees in each FD to the training which is implemented by the MOE to help the MoE maintain its quota for EU funding support. The ERSP PD team sought replacement of these teachers, but only Al Aqaba FD identified one alternative teacher, finding it difficult to identify other newly appointed teachers from specializations areas targeted by the program.
- In Ajloun FD, eight teachers declined their teaching appointment and were not replaced by the FD.
- Low attendance percentages in Al Jeeza-Amman 3rd, Al Ruseifa, South Shouna, and Bseirah sections were experienced even though the ERSP PD team and the liaison officers addressed this issue with Heads of Supervision.
- The Minister announced a shift in the start of the school year to August 26th instead of August 23rd. As a result participation in training was interrupted or faced low attendance in several directorates. In South Ghore FD teachers were informed to come back at the start of the scholastic year on Sunday September 2nd.
- Technical challenges such as the lack of Internet connection in most training locations, and electricity was down for all or part of the workshops in four FDs.

Actions to be Taken

- Discuss with the MoE a more cost effective planning and management approach for next year's implementation of the Induction Program. The means by which the MoE divided up the target population did not allow for proper training group size and exacerbated transport or distance problems. The difference in handling the MoE and ERSP induction trainees led to unnecessary conflict and confusion on the part of trainees.
- The participation certificates will be issued for all the participants who achieved an attendance percentage of 75% of the foundation induction training phase and 80% of the general induction phase.
- The satisfaction surveys which were filled by the participants at the end of the program will be analyzed and the results will be utilized to improve the future implementation of the program.
- The mentors for the newly hired teachers will be identified for the Mentorship program.

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

Successes Achieved in Quarter 1

In-Service program

- Two hundred forty schools were nominated for the selection for the In-service General program from 42 FDs. One hundred sixteen schools were selected for ERSP direct implementation.
- One hundred forty-four schools from 18 FDs were nominated for MOE implementation and 72 schools were selected. The ERSP team was accompanied by the FD representatives in the selection process.

- There were 48 replacement schools on the application list as there were schools originally on the list that were not interested in the after-school engagement. This is in contrast to the selection of schools that were waiting to join the program given its good reputation in the field directorate.
- There was high coordination between ERSP and the Heads of Supervision in the FDs in order to ensure efficiency in selecting schools.



TOT Training

- Selection of and interviews with TOTs were conducted based on criteria approved by both MOE and ERSP.
- The number of applications submitted was 349 applications and the number invited for interviews was 264 from 12 directorates. Training started as scheduled on July 30th and was implemented in seven sections with participants from 12 FDs; a total of 140 workshops were conducted.
- A total of 97% of the target training population met the training attendance requirement of 80% or higher (140 out of the target of 144), while 40% of this population had perfect attendance (58 out of the target of 144).
- Results from the training satisfaction surveys completed the final day of training showed that 95% of the participants were pleased, especially with the training content and benefits they reaped from the program. This was complimented by the Master Trainer reports that the trainees' feedback was very positive because the training provided them with real-life situations and challenges that they can relate to in their everyday life.
- In spite of great distance participants showed very high commitment from FDs such as Ramtha, Irbid 3rd and Irbid 2nd FDs who attended in Irbid 1st and Deir Allah and Ain Al Basha FDs attended in Salt FD.

Y3 Schools Follow-up

- The first follow-up visit started at the end of September. The visit covered the 116 schools that participated in the In-service training program as scheduled.
- In 75 out of 116 schools (65%), the schools' teams continued to work on the old projects from last year's training. In these 75 schools, teams in 55 schools planned and started implementing new projects as of this semester.
- During the first follow-up visit, the Master Trainers met the teams or teams' members who came up with 226 new project ideas for implementation during this semester.
- All schools were aware of the follow-up visit and its objectives. The schools' principals welcomed the return of the Master Trainers. The Master Trainers also informed the schools about the dates for the remaining six follow-up visits.
- A total of 653 scholarship applications was submitted to the FDs and then to ERSP PD team for review. Two committees were formed consisting of one MOE official, Head of Supervision in the FD, the principal of the school and an ERSP team member. The committees worked simultaneously for seven days to expedite the selection process and complete the task. The formal letter was issued to name the 116 teachers awarded the HED scholarships.
- Sixty three schools participating in Year 2 and 3 In-service programs took part in the ERSP sponsored National Contest for the Success Stories of Schools of which five from each region were declared finalist through an MoE committee evaluation process. These schools were given a choice of prize packages of educational supplies for making it to the finalist round. The top scoring five schools are asked to create a multimedia presentation that will be shown during a Recognition event scheduled for November.

The five winning schools will be awarded school prizes, all selected to support the teaching and learning process in the school.

- The impact of the recognition through the National Contest for the Success Stories of schools already appeared evident during the first follow-up visit in the schools that participated in the contest through the continuation of work on school projects.

Challenges

School Selection for the In-Service program

- Some issues arose from the inequity of ERSP participants having a chance to win HED scholarships while the MoE participants were not granted such an opportunity.
- In some FDs it was difficult to find four schools willing to engage in the same area for twinning purposes, such as Bani Kanana and Irbid 3rd FD.
- Some schools were very interested in joining the In-service program but the infrastructure in the school did not qualify it for the selection, such as schools in Ma'an and Tafileh FDs.

TOT Training

- The MOE delayed issuing the official letters for setting the time for TOT interviews. Two committees were formed and worked simultaneously to expedite the process and complete their selection within ten working days to meet the deadline.
- Seven TOTs withdrew from the TOT training program in six FDs because they were training induction teachers for the MOE training and in Irbid 3rd FD they needed to compensate for a shortage of candidates with three TOTs from Northern Shouna.

Y3 Schools Follow-up:

- In 15 out of 116 schools (13%), the school principal or assistant who participated in last year's training retired or moved to other schools. A total of 179 teachers from 89 schools left their schools also retired or moved to other schools.
- Some school teams were split up by moving to other schools or other shifts. For example, at Shajarit Al Dur primary school for girls in Ruseifa FD, the principal and a teacher were assigned to the morning shift school and nine teachers were assigned to the afternoon shift school. The ERSP team decided to follow-up on the evening shift school because the larger group was there.
- There were delays in announcing the contest results due to the difficulty in getting the three members of ETC in the evaluating committee to meet with the ERSP PD team for the final evaluation. This challenge was resolved by the ERSP team re-evaluating the 63 success stories and picking the 24 best ones for the evaluating committee to choose from.
- There were delays from the MOE in scheduling the evaluation visits for the ERSP committee with the FDs. Due to a conflict between the two highest applicants in one school, the MD of Education Qualification decided to revoke one of the 116 scholarships.

Actions to be Taken

TOT Training

- Start the selection and interview process by early May for next year.
- Trainees who have completed their training will accompany the ERSP Master Trainers for a period of 16 weeks starting with the In-service Foundation program.

Y3 Schools Follow-up

- The second and third follow up visits will take place as scheduled during the first semester while the four remaining follow up visits will take place during the second semester.

- The 15 winning schools will prepare a multimedia show about their achievements to display in the award distribution ceremony. The award distribution ceremony is scheduled to take place in November, pending MoE confirmation.

Objective 3.3 Change Leadership Training for Principals and Supervisors

The Leadership Training was not conducted this quarter. Principals will take the Foundation program with teachers in October.

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

Successes Achieved in Quarter 1

- After a frustrating hiatus, finally the leadership standards and leadership training program content mapping work is underway again. Two working groups were established this quarter: one to finalize the standards and the overall leadership PD framework; the other to conduct the detailed content mapping of the leadership programs.
- Collaboration with SDIP improved dramatically this quarter. The two programs are coordinating their leadership efforts in an attempt to expand the thinking of some MOE personnel as well as to increase the potential for the efforts to result in sustained programming and system support.
- The SDIP consultant provided ERSP useful feedback towards enhancing the language in the standards as well as clarification in the designated levels of each standard. She also praised the standards as sounds and consistent with international perspectives. ERSP will take this feedback forward to finalize the standards.
- The MoE reviewed the teacher standards at an ERSP-facilitated workshop that was well-attended and produced sound, constructive feedback. The feedback was mapped out and consensus on the final draft needs to be reached. There was high level attendance from the MOE at this workshop.
- One national induction program should be agreed upon for implementation the next academic year. ERSP conducted an in-depth review of the MOE induction program content and gave extensive feedback on how it can be enhanced. In collaboration with QRTA, a common feedback template was developed and utilized. The DCU and ETC expressed appreciation for this input.
- ERSP participated in the committee formed by the MoE to revise, enhance and update policies and legislations related to the community engagement at the school.

Challenges

- The establishment of the ETC and the reassignment of staff to new roles and responsibilities has resulted in considerable disruption in work flow. Facilities issues and new office locations further distracted attention from the goals and objectives of the ETC. The ETC staff are busy with tasks that are outside the roles and responsibilities indicated in the new organizational structure.
- The ETC management support structure remains weak: for example, assigned leads for MOE reform meetings often do not understand the agenda, do not lead from the perspective of desired meeting outcomes, and wander in and out of meetings as if their only role is to ensure all invited are at the table; another example is that MOE program managers are not allowed the staff and LOE to focus on quality program management and shift from the usual mode of operation of simple coordination and reaction.
- SDIP has made a plea to ERSP to help address concerns within the MoE regarding continued support to on-going leadership efforts while the longer term plan for a comprehensive leadership program is being developed. SDIP has been facing resistance

to current efforts under the false claim that current programs will become irrelevant in light of the new comprehensive program planning.

- The MoE needs to make firm decisions to prepare for one national induction program. The MoE induction program content needs extensive work, lacks clear trainer instruction, and does not provide printed trainee materials. While they have some exceptional trainers, most could be better prepared. The model is financially inefficient. The ERSP model could be made less burdensome in terms of LOE, in transitioning as a national model, and by reducing overall direct training time, while enhancing the school-based mentoring model. ERSP has committed to drafting a briefing document to further this discussion.

Actions to be Taken

- Address more clearly and directly recommendations for MoE management support needs, outlining very specifically in writing roles and responsibilities to be carried out in transitional program management.
- Set a meeting with ETC leadership, the SDIP and ERSP, requesting an orientation session for all involved in the leadership efforts to bring everyone to the same understanding and vision. One of the primary issues has been the lack of consistent engagement of the same population of people in these efforts and with each new arrival confusion ensues.
- The leadership standards and concept mapping exercises should be in final draft in the next quarter. Then the standards should be presented to the Education Board and the mapping should be used to inform the comprehensive leadership program development process.
- The teacher standards are ready to be finalized and simply need the time and attention of ETC to run through the final set of recommendations from the workshop to complete them. Once finalized these standards should also be forwarded to the Education Board.
- The completion and approval of the standards should lead to an official motion to proceed with the development of performance appraisal strategies and systems and promotion schemes that include phased professional development requirements.
- An evaluation should be undertaken of the induction programs with recommendations for one national program. ERSP will provide more immediate feedback on the actions that can be taken into account this quarter to begin preparing for actions that are needed early next year to have a national program ready by July.
- Follow up with UNESCO on the identification of highly qualified consultants to support systems development and financial planning for policy decisions to further progress on the career ladder and promotion system. These efforts further the PD framework and further emphasize the importance of the standards, progressive PD training, and performance appraisal strategies.
- The ERSP- MoE strategic planning meeting will plan further for the integration of ERSP components within the MoE professional development framework. This process will take into consideration the new ETC structure and its new policies related to career path and continuous professional development.

Objective 3.5: School Professional Development for MoE Newly Constructed Schools (NCS) funded by USAID

Successes Achieved in Quarter 1

Year 2 and 3 Schools:

- A Principals Bi-monthly Meeting was held in Geneva hotel in Amman, gathering together most of the Y2 and Y3 NCS principals to provide an opportunity for them to summarize and reflect on



the observations they made during the guided tour of the NCS schools conducted earlier. The meeting served to enhance communication between these professionals to transform them into a community of practice, to support and learn from each other's successes and challenges. The goal is to aid them in developing a unified vision for the NCS based on inclusivity, commitment to excellence, dedication to serve the school and local community and appreciation for the opportunity.

- Conducted onsite support visits to Y3 schools, during which ERSP coaches supported the staff in matters related to the hygiene, maintenance, discipline, utilization of school resources and spaces, rotation process, enhancement of technology inside classrooms, as well as projects and initiatives.
- Conducted four workshops from the “Practical Models in the Rotation Process” training program in last year’s NCS with 100% attendance in all schools except with Madaba, Othman Bin Affan Sahab, and Aysha’a Bint Abi Bakr Zarqa Schools, having lower attendance ranging from 76% to 64%.
- Conducted the first and second workshops of the “Practical Models in the Rotation Process” in Aqaba three schools with excellent attendance (100%).
- Conducted four workshops of the “Activities to Enhance the Use of the Learning Difficulties Room” with excellent (100%) attendance in the seven schools where it was conducted.
- Conducted six training sessions of Block 4 the *Expert Meeting* at Safieh Bint Abd Al Mutaleb School to initiate school improvement projects and initiatives, for example computerizing the Arabic Curriculum for the first grade, computerizing worksheets for the third grade classwork, launch “my cluster is my home” project that aims to clean and decorate the cluster, etc.
- The rotation process is being conducted in all Year 3 schools.
- Abdelmunem Riyad School is considered a success story given outstanding improvements since last year, considering the high attendance at training, level of hygiene, discipline of students, and the effective use of resources.
- Finished evaluating and selected the High Education Diploma applications received from Year 3 NCS.



Year 4 Schools:

- Conducted the first Principals’ Bi-monthly meeting, a school based meeting, at each of the 11 NCS. Training was provided during this meeting on the use of the electronic scholastic timetable and the content of the Principal Handbook. Five members from each school were included in this meeting, the principal, principal assistant, the science lab supervisor, the computer lab supervisor and a math teacher.
- Conducted block 1 “The New School Model” and block 2 “The New School Community” training for all 11 Y4 schools. The attendance was excellent in all locations, with attendance from 85% to 100%, except Al Jofah Secondary School for Boys and Khawala Bin Al Azwar Basic Girls School with 79% and 56% respectively. For Al Jofeh School the staffing plan was not finalized, with a shortage of fifteen teachers; this gap in staffing is reflected in our shortfall on the target attendance. For Khawla Bint Al Azwar teachers from the old Khawala Bint Al Azwar school facility that remains open were resisting the move to the new and facility for a variety of reasons such as location and perceived increase work for them.
- After the implementation of block 1 & 2 all schools developed their own vision, mission and code of honor.

- Conducted onsite support visits to the four open Y4 schools (Al Rabye Basic Co School Aysha'a Bint Abi Bakr Basic Co School, Um Al Somaq Basic Co School, Al Bnayat Secondary School for Boys). ERSP coaches supported the principals and staff in matters related to the hygiene, maintenance, discipline, delivery of furniture, purchasing materials, rotation process, decoration of schools, formation of committees, planning and organizing for the first day activities. Some observed impact included:
 - Successful activation of the teaching-learning process despite the fact the schools are not yet fully furnished and no whiteboards or computers have been delivered.
 - The rotation process is being performed in all the new open schools.
 - The level of hygiene and discipline of schools is considered to be excellent.
 - Initiatives and projects are being planned and implemented, such as
 - "The Best Teacher" a monthly initiative organized to honor the best teacher and according to a set criteria
 - "Let's start decorating our school" an initiative organized by students to give each hall, class and wall inside the school a special identity
 - participation in the health accreditation competition of MoE
 - implementing a Recycling Papers project
 - student project to prepare a skit of how to deal positively with the school environment.
- Communities offered significant cooperation to provide schools with solutions to the absence of furniture.

Challenges

- Only four schools were officially opened this quarter, with seven Year 4 NCS not yet handed over to the Ministry.
- Significant problems continue at Othman Bin Affan Sahab School. The details of this situation have been extensively reported to USAID and the MoE. Issues include but are not limited to security, hygiene, maintenance and discipline problems.



"The NCS training workshops are different from all the other trainings we took previously; it helped us to know more about our new school". - A teacher from Al Bnayat School

- Identified 41 shortages in staff and teachers number in Y3 and Y4 NCS as of the end of September.
- Reported in detail on-going or existing maintenance issues at Y3 and Y4 NCS.
- Significant challenges have been experienced at Y4 schools in the absence of the full complement of furniture expected. The MoE is seeking to address the challenges, but the fact remains that schools are being asked to open and operate before the delivery of the school furniture.
- The "Practical Models in the Rotation Process" training is not started yet at Othman Bin Affan Irbid School because teachers were refusing to attend without any financial compensation (per diem) and a tentative resolution was reached for them to send a formal letter of their request to the Ministry of Education while also keeping up with training. The MoE has not had the opportunity to respond.
- Faced low attendance for the "Practical Models in the Rotation Process" at Aysha Bint Abi Bakr Zarqa School. While teachers appeared to have nothing against the training itself, they felt the timing of training was not suitable for them. Several steps have been taken to address this problem, but with limited improvement in the attendance rates.

Actions to be Taken

- Continue onsite support visits to Y3 and Y4 NCS.

- Continue the “Practical Models in the Rotation Process,” “Activities to Enhance the Use of the Learning Difficulties Room,” and “Expert Meeting” according to the implementation schedule with Y3 schools.
- Start implementing the training program for “Specialized Professional Development Program for Male Schools,” “Workshops for Male Schools’ Students” and “Activating the Modern Teaching Strategies for the first three grades” according to the schedule.
- Organize the second change dissemination events at schools of Y3.
- Follow up on the opening of the remaining Y4 NCS and on the delivery of furniture.
- Receive the official MoE letter confirming the winners of the HED scholarships from Y3 NCS, but dealing with the MoE as they add new criteria.
- Finish all procedures to distribute certificates to all of last year’s trainees.
- Support Othman Bin Affan Sahab School’s staff to move forward in achieving the needed success inside their school.
- Keep supporting and following up on the status of hygiene and the level of discipline inside all NCS.
- With Aysha Bint Abi Bakr Zarqa School, the HED scholarship will be used as a motivator, where we are withholding two of the scholarships to motivate improved training participation.
- Scholarship confirmation for teachers from the NCS was delayed by the MoE; they will enter the HED program in January.

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 4.1 Improved Capacity at the School Level

Successes Achieved in Quarter 1

- Conducted training for 75 schools across five FDs. Attendance exceeded our expectations in all but two locations, with high attendance ranging from 98 -120%. (In field directorates over 100% interested staff beyond the target attended or individuals from newly designated field directorates came with their previously assigned FD team.) The lower attendance in two field directorates was 73% and 82%. Examples of outcomes of data-use training occurring at various schools:
 - Extra Math and Arabic classes for grades 3, 4, and 5 were conducted by the teachers aiming to improve the academic achievement of students in these subjects.
 - Extra English classes for all grades were conducted by the teachers aiming to improve the academic achievement of students.
 - Several dialogue sessions between the counselor and the undisciplined students were conducted. These sessions helped students to change their attitudes toward

their school and in building bridges of communication between the counselor and the students.

- A principal applied the Positive Reinforcement Strategy with teachers who had a habit of being absent or late to school as an approach to decrease the frequent absences and leaves.
- Built a Monitoring and Evaluation framework for the Data Use for Decision Making Program.
- All trained schools prepared priority lists and action plans related to queries that will help in solving the different problems which are identified by the queries.
- Finished designing part of the visual aids related to the queries.
- A concept paper was drafted to bring focus to the Data Dialogue event. To further inform the details of the event, questionnaires were distributed to participants in the program.

Challenges

- The small size of training facilities compared to the large number of attendees in some FDs. Data Use training needs to be conducted in a school computer lab, but in many schools, computer labs are small and organized for students and not for workshops.
- Slow Internet connection in some FDs.
- The MoE faced delays in implementing the data entry training program which in turn affected the ERSP Data Use training program. As a result of their delays, not all data related to the queries had been entered into the system by the schools. We had the MoE send out an official letter to schools to increase the likelihood of data entry.
- Late opening of the EMIS for data entry this year, resulting in ERSP having to conduct training using the training EduWave training platform and with demo data instead of authentic data.

Actions to be Taken

- Onsite support visits will start in October. ERSP coaches will follow up and support the implementation of the different projects put in the action plans.
- Continue implementing the Data Use training according to the roll-out plan to reach the target of 260 schools in this semester.
- Draft the detailed implementation plan for the training of 300 additional schools in the second semester.
- Finalize, publish and distribute the Data Use visual aids to schools.
- Analyze the data collected to inform the main discussion points of the Data Use Dialogue event, and plan and confirm the agenda in collaboration with the MoE. The event is to be held in the next quarter.
- Develop a detailed plan for the selection and training of MoE DU ToTs to roll-out the DU training program. Training should begin for the ToTs before the close of the next quarter.



Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 1

- Conducted DU training for personnel of 16 FDs with 100% attendance. Some interesting examples of the outcomes of training include:
 - One set of FD personnel raised the idea of computerizing and saving all forms the FD uses to regularly communicate with schools on the EduWave system.

- Another FD in the review of school data found that there is a high percentage of student absenteeism in some of its schools. The FD contacted the schools' principals, and prepared action plans which contain procedures to reduce the percentage of absenteeism in these schools.
- Coordination meetings were conducted with UNESCO regarding collaboration and support to inform the needs of the future EMIS system.
- A collaborative meeting was conducted with SDIP, where the EMIS queries were presented to the SDIP to see the possibility to activate and include the queries in the roll-out of the SDDP program. They believe that having such data at the school and Field Directorate level will enrich the self-evaluation process and enhance the improvement plan.

Challenges

- The small size of training locations compared to the large number of attendees in some FDs.
- Slow Internet connection in some FDs.
- The data related to some queries was not fully entered to the system. In order to make the FD level queries effective, schools should enter all data related to queries in a correct and timely manner.
- There is only one username and password provided to each FD for access to EMIS EduWave. This is an inhibitor as the MoE seeks to promote active use of data on the system.

Actions to be Taken

- Conduct the Data Use training for the personnel of Al Bseera and Ma'an FDs, the two remaining FDs for this semester's implementation.
- Conduct the training for all remaining Field Directorates in the second semester.
- FD personnel will provide onsite support next quarter to help reinforce data entry and query use.
- In collaboration with the MoE, conduct the Data Use Dialogue event to include beneficiaries from the central, field directorate and school levels.
- Seek solutions to EMIS access issues in collaboration with UNESCO, Planning, and QRC.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 1

- Proposals have been awarded to JEI, in part attributed to the proposal development training JEI undertook with ERSP support.
- JEI finalized the ICT Survey in both Arabic and English.

Challenges

- The previous proposal submitted by JEI for the direction they wanted to take ERSP support was inconsistent with the original goals and objectives. The plan set forth was too ambitious and unlikely to be achieved in the time remaining on ERSP.
- The MoE was unable or unwilling to act on the recommendations of the ICT mapping study, seemingly due to resistance to let go of the ICDL certification and accreditation practice.

Actions to be Taken

- JEI is currently working on a revised plan to strengthen their M&E while staying true to their mandate of supporting better teaching practices through the creative use of interactive technology. The draft plan will be presented to ERSP for consideration in October 2012.

Monitoring & Evaluation and Communications

Monitoring & Evaluation (M&E)

At the end of July 2012, ERSP submitted its annual PMR along with Year 3 annual report. The report highlighted ERSP's overall results, progress and impact during Year 3, against the indicators in the Results Framework (RF). Subsequent review of the PMR led to recommendations for further enhancing the report next year.

On a quarterly basis, ERSP continues to submit the updated Dashboard of Targets Vs Actuals, which provides a snapshot of the project in terms of reaching the end-of-program targets and Year 4 targets within each component area. The Dashboard through 30 September 2012 is attached in the following document: [2. TvA Dashboard 25 Oct 2012 FINAL.docx](#)

During this reporting quarter, the Creative M&E team worked closely with the ASK team to develop the results framework (RF) and M&E matrix for the Data Use component, in addition to modifying the RF and M&E matrix for the Support to NCS program.

ERSP also finalized a number of in-depth investigation reports: 1) the MIS Effectiveness study; 2) the in-depth investigation of five high performing and five low performing schools within the PD component; and 3) the impact assessment of the ECE capacity building workshops for central MoE staff. As for the STC and LStS program evaluations, the executive summaries of the reports were shared and the findings presented to USAID in August. We expect the final revisions of the reports to be completed in the coming quarter.

Finally, the Creative M&E team has a number M&E activities that are ongoing, namely:

- Continuing quality assurance checks on all activities in the field through observations and site visits.
- Providing technical leadership of the Early Learning Readiness assessment.
- Designing a strategy to conduct quality assurance checks on PD trainings.
- Monitoring the transition of the various programs to the Ministry. A draft plan was developed to set the broad parameters for tracking the progress of MoE roll-out.
- Planning to complement the ongoing M&E of the DU component with some qualitative investigation of the quality of training delivery and benefits gained by the participants.

Project Communications

During the summer, the Creative team conducted an exhaustive branding audit of all the materials and products developed under ERSP by all implementing partners. The Creative team continues to provide support to the implementing partners in terms of guidance and approval on all communications and branded materials.

Training Reporting Table

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	
Component 1: ECE													
1	PCP	PCP Evaluation Data Collectors Training	3 days	15 hours	Workshop	ERSP/ ECE Training Center Shmeisani			1116.690	Data Collectors	16	16	MoE (1) ERSP (7)
Component 2: YTC-MIS													
1	NONE												
Component 2: YTC-STC													
1	Enhancement training	Aim to discuss expanding plan for previous directorate and determine the role for each trainer through Pathways to the Future Workshop	3 days – 3-5/9/2012	15	Face to face workshop	Geneva Hotel	-----	1131.3	499.3	STC lead trainer	38	18	STC lead trainer
2	Pathways to the Future training	activities for career counseling as an Applied Learning Approach	5 days – 9-13/9/2012	25	Face to face workshop	Middle region/ Al Qossor school for girls	MOE	2813.55	5294.35	MoE School Principals (first Day) and counselors for 5 days	77	46	
3	Pathways to the Future	activities for career counseling as an Applied Learning Approach	5 days – 9-13/9/2012	25	Face to face workshop	South region / Somiah bint Alkhaia school for girls	MOE	1891.24	6945.66	MoE School Principals (first Day) and counselors	40	27	
4	Pathways to the Future	activities for career counseling as an Applied Learning Approach	5 days – 16-20/9/2012	25	Face to face workshop	North region / Hay Al Elimat school for girls	MOE	1598.8	5387.21	MoE School Principals (first Day) and Counselors	41	26	

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	
5	Pathways to the Future	activities for career counseling as an Applied Learning Approach	5 days – 16-20/9/2012	25	Face to face workshop	North region /Princess Basma Center	MOE	834.74	4145.83	MoE School Principals (first Day) and Counselors	20	12	
Component 2: YTC-LStS													
1	Festivals and League planning meeting.	How to plan for festivals and leagues.	1 day - 7/30/2012	5	Face to face workshop	Geneva Hotel		237.3	564.97	LSTS CTT members and P.E teacher	15	2	
2	Festivals and League planning meeting in south area	Determine the role for each PE teacher and core training team through festivals and league applying the activity.	1 day 9/3/2012	5	LStS	Geneva Hotel		145.5	317.8	LSTS CTT members and P.E teacher	10	3	
Component 3: PD													
1	Induction - Foundation	The program aims to demonstrate main concepts about planning, change management, communication, and building vision with newly hired teachers.	4 Days / 4 Sessions	3hrs / session	Workshop	33 training sections in 35 directorates (Aqaba, Ma'an, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, Al Mafraq, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, Bani Kananah, Ramtha, Irbid 1st, Irbid 3rd, Southern Shouna, Der Allah, Salt, Ain Al Basha, Ruseifa, Zarqa 2nd, Zarqa 1st, Al	253	1583	85.76	Newly hired teachers	472	263	Completed

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	
						Jeeza, Amman 3rd, Al Muwaqqar, Wadi Al Seer, Naour, Amman 4th, Amman 2nd, Amman 1st, Theeban, Madaba).							
2	Induction - General	The program aims at building the capacity of newly hired teachers. It Empowers teachers with the needed Knowledge, Skills and attitudes to carry out their roles as educational leaders in their schools and classrooms.	20 Days / 20 Sessions	3hrs / session	Workshop	34 training sections in 36 directorates (Aqaba, Ma'an, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, Al Mafraq, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, Bani Kananah, Ramtha, Irbid 1st, Irbid 3rd, Southern Shouna, Der Allah, Salt, Ain Al Basha, Ruseifa, Zarqa 2nd, Zarqa 1st, Al Jeeza, Amman 3rd, Al Muwaqqar, Wadi Al Seer, Naour, Amman 4th, Amman 2nd, Amman 1st, Theeban, Madaba).	253	5966	314	Newly hired teachers	486	277	On going
3	Training of Trainers (TOT)	Build capacity of MOE educators from Y3 from 12 FDs in order to	20 Days / 20 Sessions	4hrs / session	Workshop	Seven sections with a total of 145 Trainees from 12 FDs (Aqaba, Al	253	2399	129	Teachers, principals, & supervisors from Y3	145	64	Completed

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	
		empower them to carry out the PD program in the future.				Qaser, Mazar South, Madaba, Theeban, Ruseifa, Der Allah, Ain Al Basha, North Ghore, Ramtha, Irbid 2nd, and Irbid 3rd)							
4	Follow up visits for Y3 in service training program schools	Provide support for schools to sustain the change and development initiated during the training year. Reactivate dormant schools' teams to plan and implement new school projects. Attend class visits where teachers integrate ICT with modern pedagogies and provide teachers with constructive feedback	7 Days / school	5 hrs / follow up visits	Onsite support / class visits	116 schools assigned in year 3 FDs (Amman 1, Amman 2, Amman 3, Zarqa 1, Zarqa 2, Ruseifa, Der Allah, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid1, Irbid2, Irbid3, Al Koura, Bani Kananah, North Ghore, Al Ramtha, Jerash, Ajloun, Mafraq , Badia north west, Badia north east, Tafilah, Karak, Mazar south, Al Qaser, Aqaba, Ma'an).	253	389	26.17	116 schools from year 3 In service training program			Completed the 1st follow up visit / school. Total number of follow up visits is 116.
MOE newly constructed schools by USAID													
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 targeting all school staff, parents and the local community and aimed to build commitment, awareness of the	7 days	21hrs	Awareness and planning sessions	Petra, Aghwar North, Karak, Ajloun, Salt, Naour, Aghwar South, Mafraq, Irbid 2, Naour, Al Shoune South	76,473.30	201.45		All school staff, some parents and the local community	515	410	

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		
		new school model a new positive school culture, vision and code of honor, identifying and distributing schools teams responsibilities and tasks.												
2	Block 4 Expert Meeting	“Innovation in the School” builds on the experience gained by the school staff and promotes the emergent practices in the school.	2 workshops	3 hrs	Awareness and planning sessions	Rsaifah	1,737.88				The school teachers	48	48	
3	Practical Models in the Rotation Process	This program aims at helping teachers to understand all the different models of the rotation process model goes well with their schools.	6 training workshops	3 hrs	Awareness and planning sessions	Al Qwesmeh, Madaba, Rsaifah, Ramtha, Marka, Sahab, Irbid 1, Zarqa 1, Ein Al Basha, Aqaba	6,831.00				The school teachers	616	352	Jabal Tareq and Othman Bin Affan Irbid rescheduled to October.
4	Activities to Enhance the Use of the Learning Difficulties Room	The training helps teachers to develop and design practical activities to suit needs of students with learning difficulties.	4 training workshops	3 hrs	Awareness and planning sessions	Marka, Ramtha, Ein Al Basha,	3,795.00				3-5 teachers whom their work is directly related to the students with learning difficulties	20	20	

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	
5	Principals' Workshops (Y3 NCS schools)	Enable principals to build a sharing network to exchange and discuss together the successes achieved and the challenges faced in their schools to build solutions.	6 workshops in 3 semesters	3 hrs per wksp, the 3rd wksp 5 hrs.		Al Qwesmeh, Madaba, Rsaifah, Ramtha, Marka, Sahab, Irbid 1, Zarqa 1, Ein Al Basha, Aqaba	506.00			School Principals	16	9	This is the third conducted workshop for principals of last year schools.
6	Principals' workshops (Y4 NCS schools)	The first principal workshop is to train 5 members from the school on the use of the electronic scholastic timetable.	6 workshops in 3 semesters	3 hrs	Training sessions	Petra, Aghwar North, Karak, Ajloun, Salt, Naour, Aghwar South, Mafraq, Irbid 2, Naour, Al Shoune South	253			5 members from each school	55	45	
7	Onsite support where conducted in Y3 NCS Schools.	Onsite support to provide support and follow up of school staff in implementing new practices in schools.	2 days a week	8 hrs per each day.	Onsite support visits	Al Qwesmeh, Madaba, Rsaifah, Ramtha, Marka, Sahab, Irbid 1, Zarqa 1, Ein Al Basha.	27,071.00	4,931.68		All school staff	701	390	
8	Onsite support where conducted in Y4 NCS schools.	Onsite support to provide support and follow up of school staff in implementing new practices in schools new practices in schools.	5 days a week	8 hrs per each day	Onsite support visits	Karak, Al Salt, Naour,	43,010.00			All school staff	190	133	
Component 4: Data Use													
1	Schools Training	Data Use for Decision – making training consists of (6) training	5 days	3 hrs	Awareness and training sessions	Ein Al Basha, Amman 1, Al Ramtha, Irbid 1, Irbid 2, Amman 2, Al Karak and	48,069.30	2,460.68		4 members from each school – We trained 75 schools in this	315	206	

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	
		workshops to enable participants to employ the data in the decision – making, to improve the level of school performance				Aqaba				quarter			
2	FDs Training	Data Use for Decision – making training consists of (6) training workshops to enable participants to employ the data in the decision – making, to improve the level of school performance.	6 days	3 hrs	Awareness and training sessions	Al Ramtha, Ein Al Basha, Irbid 2, Al Mafrq, Ajloun, Jerash, Karak, Al Qaser, Al Mazar, Amman 2, Amman 3, Amman 4, Rsaifah, Deer Allah, Madaba and Aqaba.	11,255.32			7 members	170	45	

Project management

Field Trips

Date	Details
Component 1.1: ECE	
1-6-Sep-12	• Delivered the opening ceremonies activity boxes to 11 KGs in Amman 2,3,4, and 5 th Directorates
8-13-Sep-12	• Delivered the opening ceremonies activity boxes to 48 KGs in Irbid 1, Irbid 3, Ajloun, Jerash, Rusaifa, Mafrq, Salt, Ein Al Basha, Der Alla, Jiza and Madaba Directorates
18-Sep-12	• Delivered the opening ceremonies activity boxes to two KGs in Karak Directorate
Component 1.2: ECE/ KG Renovation & Furnishing	
Sep-12	Assessment for 62 KGs
Sep-12	Taking over for cluster 5 KGs
Component 2.1 YTC/ MIS	
NONE	
Component 2.2: YTC / STC	
15-19 –Jul-12	31 field Visits took place by YTC to 62 business location to follow up the implementation of Internship
15-19-Jul-12	22 field visits took place by the CTT at the field Directorate to follow up the implementation of students Internship
26- 31-Jul-12	Assessment visits took place for eight schools in Thiban, Amman 4 directorates
2-3-Aug-12	Assessment visits for nine schools took place in Madaba directorate
7-Aug-12	Assessment visits took place for four schools in Zarqa 1 directorate
9-13-Sep-12	Conduct two Pathways to the Future workshops in Wadi Mousa and Amman
16-20-Sep-12	Conduct two Pathways to the Future workshops in Southern Shouna and Mafrq
YTC/STC/ Renovation	
Jul- Sep-12	Supervision for Cluster 2 Counselor offices and career Centers
Component 2.3: YTC / LS	
15-27-Sep-12	Completed six leagues and five festivals at: Bani Kanana, Wadi Mousa, Karak, Hashmeya
YTC/LS/ Renovation	
Jul-12	Assessment for 9 Sport Areas(North, Middle and South Regions)
Component 3: PD	
13-Aug-12	QA field trip to Al Muwaqqar FD Induction teachers training location.
14-Aug-12	QA field trip to Irbid 3 rd FD Induction teachers training location.
15-Aug-12	QA field trip to Ajloun FD Induction teachers training location.
16-Aug-12	QA field trip to Wadi Al Seer FD Induction teachers training location.
27-Aug-12	QA field trip to Al Salt FD TOT training location.
13-Aug-12	QA field trip to Al Muwaqqar FD Induction teachers training location.
29-Aug-12	QA field trip to Irbid 1 st FD Induction teachers training location.
29-Aug-12	Visits were conducted by ERSP to Aqaba, Maan, Karak and Tafileh to follow up on the Induction Training.
30-Aug-12	QA field trip to Al Ruseifa FD TOT training location.

3-Sep-2012	QA field trips to Madaba, Irbid 1 st , and Al Karak FD TOT training locations.
4-Sep-2012	QA field trip to North Ghore FD TOT training location.
4-Sep-2012	QA field trip to Wadi Al Seer FD Induction teachers training location.
5-Sep-2012	QA field trip to Badia North East FD Induction teachers training location.
6-Sep-2012	QA field trip to Amman 2 nd FD Induction teachers training location.
11-Sep-2012	QA field trips to Bani Kananah and Al Jeeza FDs Induction teachers training locations.
12 - Sep-2012	QA field trips to Irbid Third, Ain Al Basha, and Al Karak FDs Induction teachers training locations.
13 - Sep-2012	QA field trip to Southern Shouna FD Induction teachers training location.
17 - Sep-2012	QA field trip to Irbid 1 st FD Induction teachers training location.
MOE NEWLY CONSTRUCTED SCHOOLS BY USAID	
26-Aug-12	Follow up visits were paid by the project supportive team's members to check on the status of each school, the training workshops and to follow up directly on the problems and challenges faced by each school.
28-Aug-12	A visit was paid by Ms. Katherine Merseth from Creative to the training locations in Naour Directorate.
30-Aug-12	A visit was paid by the Minister of Education to Aysha'a School in Al Salt where he met the staff, the parents and the local community and visited the training workshop that was conducted by ERSP coach.
Component 4: Data Use	
17-Jul-12	A visit was implemented by MOE, and ERSP support team to DU workshops in Al Ramtha, Ein Al Basha and Irbid 1 FDs.
24-Jul-12	A visit was conducted to training workshop in Ramtha FD by ERSP team and MoE.
26-Jul-12	ERSP and Managing Directorate of Planning and Research /Agree on ToT team members and MoE coming responsibilities.
26-Jul-12	ERSP and members of Planning Directorate/ Start developing Data Use visual calendar.
27-Aug-12	ERSP and MoE SG for DU event preparation.

Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1 ECE:		
None		
Component 2: YTC		
July – September, 2012	Dr. Yazan Abdo	Upgrade LStS ToT material and sports games sessions
Component 3: PD		
None		
Component 4: DU		
None		

Annexes

Annex 1: Quarterly Report Detailed Activity Matrix

The Year 4, Quarter 1 Detailed Activity Matrix for all components is attached in the following document:

[3. ERSP Y4Q1 Activity Matrix_30 Oct 12 Final.xls](#)

Annex 2: Examples of NCS current projects and initiatives

#	Project or Initiative Name	Status	Objective	School Name
1	Stars Shine in the World of Children	Ongoing	Establishing a special room for talented students.	Aysha'a Al Zarqa
2	Our School is our Home	Ongoing	Launching a campaign for a cleaner school.	Dahiet Al Ameer Hassan School
3	Healthy Food in Our Canteen	Ongoing	Launching a campaign that aims to encourage students to find and eat healthy food from the school's canteen.	Aysha'a Al Zarqa
4	Each Student to Carry a Paper from the Yard	Ongoing	Launching a campaign that aims to ensure a high level of cleanliness and hygiene under the efforts and cooperation of all students.	Al Qadesiah Ein Al Basha School
5	Art and Science Exhibition	It will be held for the period from 10/10-11/11/2012	Disseminating the knowledge of art and science inside the school.	Abdelmunem Riyad
6	Teachers Day	Celebrations to be conducted in October	Honoring and celebrating the efforts of the teachers in their day	Al Qadesiah Ein Al Basha, Dahiet Al Ameer Hassan, Al Qadesiah Tabarbour, Saad Bin Abi Waqas Schools.
7	Website, FB and Twitter pages	Ongoing	All NCS schools are working to develop and design their own Social Media outlets as an effective communication tool for them to present visually successes.	All Y2 schools
8	Papers Recycling	Ongoing	Launching a project to introduce students to the importance of environment in their society.	Um Al Somaq Al Janoobi School
9	The 1 st Annual Interactive Technology Day	Conducted	Celebrating the teachers' collaboration in building an e-database with interactive lesson plans and activities for students for various subject matters, across all grade levels. This represents the drive of teachers to build on their strengths and think innovatively of the available resources in the school based on encouragement from the coaches. Every day, ERSP witnesses teachers' eagerness to learn and enhance their use of interactive whiteboards, and the computer lab to ensure an enriching learning journey for all their students.	Safieh Bint Abd Al Mutaleb School.
10	Boards form Plastic and Cartoon	Ongoing	Developing boards from plastic and cartons by teachers to temporary use until the delivery of boards.	Um Al Somaq Al Janoobi School and Al Bnayyat School