



EDUCATION REFORM SUPPORT PROGRAM (ERSP)
YEAR 5 - QUARTERLY REPORT I JULY 1, 2013 - SEPTEMBER 30, 2013



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Education Reform Support Program (ERSP)

Quarterly Report July 1, 2013 to September 30, 2013

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Photo: Compliments of Save the Children

Executive Summary

This first quarterly report for Year Five of ERSP covers the period between July 1, 2013 and Sept 30, 2013.

During this quarter, ERSP entered its final academic year. A new Minister was appointed on August 21st, marking the tenth Minister appointment during the life of ERSP. The harmful consequences of the continuous upheaval at the highest level of the Ministry cannot be overstated. Additionally, several high level Ministry retirements were announced, most notably Mr. Mohammed Al Zo'ubi, who had been the Director of the Education Training Center and a major counterpart for ERSP since 2009. He was replaced by Khawla Abu Haija, a former Field Directorate head.

The Early Childhood Education component has found runaway success with its Regional Working Groups. The RWGs have raised public awareness, decentralized MoE decision making, helped to identify dozens of locations for KG renovation, and garnered thousands of JDs of private donation for public kindergartens. The ECE component also completed and distributed the QA framework, a resource guide for all stakeholders involved in the QA system. The engineering team concluded all work on the final 30 kindergartens under Cluster 7 during the reporting period, and began the assessment for Cluster 8.

The Youth, Technology and Careers component prepared for its final round of implementation, for 58 schools in the School to Career program, and 21 schools in the Life Skills through Sports program. Preparing for final transition, the team focused on preparation of materials that will promote sustainability, such as posters, videos, informational brochures and booklets. Renovation and furnishing work began for the final remaining counselor offices and sports areas. The support to QRC's e-learning team continued with the implementation of workshop #5 this quarter, and intensive preparations for the final workshop and ceremony which will be held in October.

The Professional Development component implemented a highly successful round of Induction training for 691 newly hired teachers. After strenuous advocacy, ERSP trainees were given the same benefits as MoE trainees, and the attendance rates at ERSP training soared as a result. The ToT program was also implemented this quarter in 13 Field Directorates, and garnered exceptionally high participant satisfaction ratings. MoE Reform efforts were hampered this quarter by the retirement of the Head of the ETC, resulting delays while the newly assigned Director was brought up to speed. ERSP's tireless advocacy of an improved EMIS system for the Ministry began to bear fruit this quarter, with a multi-donor supported OpenEMIS consultancy on the horizon. Support to the newly constructed schools picked up in earnest with the start of the academic year, as did preparations for an anticipated series of inaugural ceremonies scheduled for the coming quarter.

The Data Use component continued its on-site support visits to schools that have received training, following up on data entry, action plans and project implementation. The DU team also intensified its efforts to support data-based decision making at the Field Directorate level, making a visit to all 42 FDs and conducting regional meetings to provide technical assistance and promote the culture of data use. In the coming quarter, the DU component will distribute its training manual to selected FDs responsible for rolling DU training in the next quarter, and will begin planning for the second Data Dialogue event in collaboration with the Planning Directorate.

In the next quarter, ERSP will continue implementation and transitioning, paying particular attention to programs that are struggling with weak leadership and/or limited resources.

Acronyms

CTP	Comprehensive Training Program
CTT	Core Training Team
CPDL	Continuous Professional Development Framework
DCU	Development Coordination Unit
DTT	Directorate Training Team
DU	Data Use
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Training Center
FD	Field Directorate
G1-3	Grade 1 to 3
HED	Higher Education Diploma
HR	Human Resources
ICT	Information Communication Technology
JEI	Jordan Education Initiative
KG	Kindergarten
KPI	Key Performance Indicator
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
NCS	Newly Constructed Schools
OODA	Observe, Orient, Decide, Act
PCP	Parent-Child Packages
PE	Physical Environment
PD	Professional Development
PICs	Parental Involvement Coordinators
PI	Parental Involvement
Q2	Quarter 2
QA	Quality Assurance
QRC	Queen Rania Center
QRTA	Queen Rania Teachers' Academy
SAT	School Assessment Tool
SCORM	Sharable Content Object Reference Model
SDDP	School and Directorate Development Project
STC	School-to-Career
TOR	Terms of Reference
TOT	Training of Trainers
RWG	Regional Working Groups
YLM	Youth Livelihood Mapping
YTC	Youth, Technology and Careers
Y4	Year 4
Y5	Year 5

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Program Description and Goal

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.*

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. ERSP also provides 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.*

Summary for the Quarter

In the first quarter of the fifth year of implementation, the Ministry of Education and ERSP advanced the transition of activities across component areas with attention to quality. Below are a few important successes, challenges and next steps; the detailed lists by component area are provided in the sections after. In Annex 1 the detailed activity matrix that coincides with the annual work plan is provided.

Successes Achieved this Quarter

- Transition activities across all components appear to be on track and underway, with the exception of School to Career.
- Through ERSP, USAID is recognized as a highly collaborative and an engaged player by the Ministry and donors in key Ministry initiatives such with the MoE EMIS plan and the systems, policies and procedures that support professional development programs.

Challenges

- The appointment of yet another new Minister, which cause the usual disruption and delays while MoE personnel wait for him to get settled and understand the new directions to be taken under his leadership.
- The appointment of a new Director for ETC who faces a steep learning curve, having come from a field directorate office, to understand and address the responsibilities of the ETC in maintaining their commitment to the transition plan.

Associated Actions

- Continue monitoring the transition plan and associated activities while also strengthening their supporting structures and systems.
- Capture ERSP program methods and achievements in photos and videos to support and encourage the sustainability of transitioned programs.
- Begin planning for program close-out and preparing the needed disposition plans for USAID approval.

Program Component Area 1: Early Childhood Education

ERSP is assisting the Ministry's ECE Department to enhance its capacity and help it 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, 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

- ERSP continued supporting RWGs to network and build partnerships with the local community, private sector, media representatives and universities.
- Three regional meetings were conducted in the North, Central and South Regions to discuss the lessons learned and the challenges. The main recommendation from the three meetings was to adopt a more decentralized approach and delegate more authority to the RWGs and to FDs. Senior MoE staff, including the Director of the Education Directorate, attended the meetings and promised to support the group's recommendations.
- The committee assigned to develop the KG Rationalization Study is still working and is expected to finish by the end of the next quarter.



Challenges

- The committee working on the KG Rationalization Study, consisting of members from Planning and General Education, is taking more time than expected due to the lack of commitment from the committee members in attending meetings.
- The KG supervisors' job description has not been reviewed yet by the MoE HR Department which was desired to proceed with KG supervisors' competencies.

Actions to be Taken

- The need for a KG Rationalization Study was raised in the ECE Technical Committee and all members (including DCU) emphasized the importance of this document to be presented to USAID and the World Bank. This is expected to accelerate the process of finalizing this document.

- A meeting will be conducted with the Head of ETC to start working on KG supervisors' competencies without waiting for the HR Department's approval because it is an administrative process, not a technical one.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 1

- 30 KGs were refurbished in the reporting period.
- The Engineering team started the assessment for cluster 8.
- With the beginning of the school year, ERSP started conducting KG support visits (ten visits during September) and will continue conducting these visits according to plan to cover cluster 6B and 7.
- ERSP distributed 60 opening ceremony boxes to cluster 7 KGs and attended three opening ceremonies during September. The team will continue attending ceremonies and following up with KGs to make sure that ceremonies are conducted as scheduled.
- Al Hijjaz Railway Company in Ma`an announced its commitment to provide renovation (painting and maintenance works) to 14 KGs in the Ma`an area. The value of the donation is 4,000 JD, with a commitment to renew annually. Related FDs will coordinate with the company to facilitate the work.



Challenges

- ERSP received the draft list from MoE with 44 KGs, but the target for cluster 8 is 53 KGs.
- The number of KG supervisors is still insufficient compared to the number of KG classrooms and some Field Directorates have no KG supervisors at all.
- Equipping and furnishing KGs according to the MoE list (for quantity and quality) seems to be a bit expensive for local donors.

Actions to be Taken

- Send a letter to follow up on a complete list of KG locations for cluster 8.
- ERSP will continue to advocate with the MoE to increase the number of KG supervisors and to reduce the number of teachers on temporary contracts. And meanwhile the ECE team will involve ECD FD staff during support visits.
- Work with the ECD Directorate to make one list of essential items to be installed in KGs without compromising the quality of these items, and a second list which includes non-essential items.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved in Quarter 1

- ERSP worked with ETC to collect all related evaluation data for KG and G1-3 Comprehensive Training Programs (CTPs) that were conducted last quarter.
- ERSP agreed with ETC to conduct training for new principals and those who were not previously trained during November 2013. Names and locations of targeted principals were identified.
- ERSP agreed with ETC to conduct another round of G1-3 training during the first semester. G1-3 supervisors in FDs were officially requested to provide ETC with the names and locations of teachers to be trained.



- ERSP agreed with DCU and ETC during the last ECD Technical Committee meeting to formulate a committee to work on integrating the CTP into the PD framework for KG teachers.

Challenges

- The new ETC leadership is not yet aware of the differences between several training programs provided through ETC and the role of ERSP in supporting ERfKE II goals. This caused some delays in sending letters to the FDs and inviting related staff to attend meetings.

Actions to be Taken

- A meeting will be conducted with the new Head of ETC in presence of ECD Coordinator from the DCU to explain the importance of the ETC activities related to ECE that ERSP is supporting. We will communicate that these activities support ERfKE II goals and that the MoE will be held accountable to the World Bank if these goals are not met.
- ERSP will work with ETC to develop a roll out plan for both training programs beyond the life of ERSP, to guarantee that ETC is committed to keep continuing them.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 1

- ERSP started conducting refresher training for PICs. 57 KG PICs were trained out of the total 78 KG PICs, and the remaining 21 will be trained in Q2. Additionally, 96 G1-3 PICs will be trained in Q2. In turn, those PICs will train KG teachers, G1-3 teachers and principals.
- The PCP committee is going through a final review of the PCP manuals in light of the feedback from the last implementation. After these reviews, the PCP training manuals will be accredited by ETC as an official MoE training program.



Challenges

- Allocating financial resources to keep implementing the PCP activities after the life of ERSP is a concern. During the last round of implementation in June 2013, the ECD Directorate only covered the incentives for the teachers and PICs, while ERSP provided stationary, educational aids, printing of the manuals and meals for mothers and children.

Actions to be Taken

- The RWGs are trying to get financial support from local donor(s) to cover the PCP expenses. Some donors have already shown interest in covering the cost of the children's bags with contents. The MoE ECE Division is also allocating for additional resources for this highly valued activity. ERSP will continue encouraging the RWGs to find a sustainable solution to keep PCP operating in future years.

Objective 1.5 Improved Quality of Overall KG Experience for Children

Successes Achieved in Quarter 1

- All QA data was collected and entered into the QA Excel workbook.
- The comprehensive KG QA framework was printed and handed to MoE to be distributed to all KGs, schools and FDs. The framework explains the entire QA process and will be a reference guide for implementation in the future.
- The MoE formulated a QA core team to be trained on developing the QA national report and to train Field Directorate QA staff to develop FD QA reports.

Challenges

- Linking QA findings to a process by which principals and teachers identify priorities for improvement in the kindergarten and take action on those priorities has not happened yet.

- Limited analytical capacity within the QA core team may affect their ability to produce a quality report of the QA audit findings and also may affect the quality of the trainings they will conduct for the FD staff to generate field directorate level QA reports.

Actions to be Taken

- Train the QA core team in the first week of October on generating the national QA report. The ECE team will keep supporting the QA core team to finalize the national report and will make sure to attend and support QA trainings for FDs.
- It was agreed with the QA Directorate to develop a schedule for training FDs to generate QA FD level reports. Each FD will nominate three QA staff, a KG supervisor and an ECD staff person to be trained on generating the QA report. This is expected to help overcome the challenge regarding the linking QA results to planning, as it will engage KG-related staff at the FD level.

ECE Transition Status:

The ECE Component supports three MoE Directorates: Early Childhood Development, Education Training Centre and Quality Assurance. Each one of these builds their annual plan in alignment with the ERSP ECE component plan and the ERfKE II plan.

- The ECD Directorate has fully committed to activating the Regional Working Groups for increasing the number of KGs in public schools. The ECD Directorate also is taking the lead in implementing the PI in KGs and G1-3 and in implementing PCP activities. Each of these has a clear line item in the ECD Directorate plan with allocated budgets.
- The ETC is also committed to carry out CTP trainings, G1-3 trainings and KG principals' trainings. It was agreed with ETC and ECD technical committee to formulate a committee to integrate the CTP into the PD framework for KG teachers.
- The QA Directorate is fully engaged and committed to implement QA activities and adopt the improved system including revised indicators and tools.

The Ministry increasingly operates under its own initiative, with little prodding or guidance from ERSP. This is a good sign about the long-term sustainability of our efforts.

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 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

- The fifth e-Learning Design and Development workshop was conducted this quarter. Through this workshop (Educational Technologies), participants were able to run a final evaluation of the e-lessons they developed, and then publish these lessons in SCORM before uploading them to EduWave. Participants also designed and implemented blended learning scenarios and diagnosed navigation problems in the e-lessons.



Challenges

No major challenges were experienced this quarter. *Actions to be Taken*

- Prepare for the sixth workshop (Implementation and Support), in which users will run a final check on their materials and prepare for the graduation ceremony.
- Work with QRC E-Learning Directorate on the graduation ceremony logistics.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 1

- Started the renovation and furnishing work for the counselor offices. The offices in the North and Middle regions were completed this quarter, and offices in the South region are ongoing.
- Launched the STC activities with the last cadre of 58 schools, thus reaching the targeted 330 schools across Field Directorates. The program completed the *Pathways to the Future* training for 57 counselors, 39 principals and nine CTT members. An enhancement workshop was completed for the seven new DTT members.
- The YTC team conducted a Focus Group Discussion with counselors of the six pilot Counseling Centers, to evaluate the utilization of activities for the centers. The feedback was positive and the activities were implemented well. Activities included discussions with students and their parents about job opportunities in the local market, and career planning.
- The YTC team developed a monitoring plan in coordination with the Creative M&E team to monitor the status of the program transition in the schools. This will be done through joint efforts to follow up on the previously-selected STC schools and Field Directorates, as well as those that should be implementing now under the MOE roll-out. The YTC team will provide feedback to the MOE regarding the transition status.
- The M&E tools for STC were approved by the QA Division, and will be used by the Heads of the Counseling Division in the Field Directorate to monitor program quality.
- The YTC team helped the CTT to develop the monitoring plans and visit the *Pathways to the Future* sessions in the 58 schools.



Challenges

- Some counselors transferred from the schools after the YTC team had completed the assessment and approved the list of schools for implementation. This required a rapid response from the team and the MOE to nominate new counselors and engage them in the *Pathways to the Future* training.

Actions to be Taken

- Conduct a planning meeting with the CTT to see progress achieved in the monitoring plans for the 58 counselors.
- A few counselors from the 58 schools missed the training (due to illness, etc.). These individuals will be trained through the MOE's implementation of the *Pathways to the Future* training.
- Continue the implementation of STC activities with the 58 participating schools.
- Engage a consultant to assist the Counseling Directorate to develop a Counseling Policy Framework and associated Action Plan.

STC Transition Status

- Despite the budget deficiency, most of the schools and counselors started the implementation of the Pathways to the Future sessions. They did this without the toolboxes or any kind of resource support from the MOE, however, they were monitored by the Field Directorates.
- The DCU allocated 20,000 JD to continue the STC program this year with the new 30 schools, according to the MOE's roll-out plan. The Career Counseling Division drafted a budget through December 2013. The budget includes the cost of Pathways, YLM, Career Day trainings for the additional 30 schools, and the toolboxes that will be delivered to the previous 32 and additional 30 schools this year.
- Unfortunately no action was taken regarding the hiring of two staff in the Career Counseling Division.
- The M&E team and YTC team will continue to monitor and report on transition status according to plan.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 1

- Started the renovation works in the four remaining sport areas in the North and Middle regions. The work is proceeding on schedule.
- Launched the LSTS program in twenty-one new schools. The training was conducted by five new DTT members and 11 CTT members. Only five female PE teachers from three schools were not able to attend the training for personal reasons.
- Distributed the festivals kits to each Field Directorate participating in the LSTS program, in order to implement the festivals in the coming years.
- Met with the newly hired Director at the Activities Department, and gave him an orientation to the LSTS program and the role of the MOE in the transition plan.
- Developed a booklet to highlight the rules of the sports games. The booklet was shared with MOE/Festivals Division to have their feedback and will be finalized next quarter.
- Continued efforts to raise funds to support the schools implementing LSTS next year that need heavy sports equipment.
- Worked on the LSTS advocacy poster and the LSTS short film.



Challenges

- ERSP was not able to leverage funds for the needed heavy sports equipment at the 21 new schools. The YTC team will continue its efforts in the coming quarter.
- The few PE teachers who missed the training will require make-up training in the beginning of October.

Actions to be Taken

- Train the five PE teachers who were absent during the previous implementation.
- The YTC team and the CTT will meet to plan for the field visits to monitor the implementation of LSTS sessions.
- Conduct at least two visits to monitor the implementation of the sessions at each school, and provide them with feedback and technical support.
- Arrange for the LSTS Award Ceremony to be implemented in December 2013 for all 100 participating schools.

LStS Transition Status

- Since the Festivals Division had the budget to implement the program in the previous schools, they sent a formal letter to the previous 79 schools to start the implementation of the LSTS sessions after school hours and also informed the CTT members to follow up on the implementation.
- The MOE selected five new schools to extend the program; the PE teachers were trained at the ERSP training workshop.
- The MOE and the ERSP do not know if the LSTS budget is secure for the coming year. The cost of the program is high, especially due to the PE teachers' and the CTT members' fees for working after school hours.

Program Component Area 3: Professional Development and Credentialing

The Ministry considers the Professional Development and Credentialing Component 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 implementing a professional development program for the effective use of facilities in MoE newly constructed schools funded by USAID. 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. 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

NB: The Induction Specialization was merged with In-service Specialization training into a single roll-out for a more efficient implementation. Please see Objective 3.2 for discussion of Induction Specialization training. The activities mentioned below are specific to the mentoring program supporting the newly appointed teachers and Year 5 Induction training preparation.

Successes Achieved in Quarter 1

- ERSP modified the Induction training implementation model to match that of the MOE Induction program to justify a match in incentives applied to the trainees. It merged the Induction Foundation and General programs (24 workshops, 5 hours each). The training duration was extended by two extra hours; one hour for the teachers preparing for the new scholastic year and another hour for practicing and micro-teaching¹.
- ERSP Induction teachers were granted the same incentive plan as the MOE Induction teachers. This proved very successful and showed in the high number of teachers who showed up. Six hundred ninety one teachers attended compared to last year in which 486 attended.



*"I liked the different educational activities that we learned in the curricula workshop and how to prepare lessons for the students"
Teachers Rab'aa Shakhanbeh & Dua'a Al Fuqaha while working on "Content Analysis" task.*

¹ Teachers simulating teaching students in a training setting.

- ERSP agreed to host up to 1,000 teachers for Induction training in 40 sections representing participants from all 42 FDs. The MoE provided a list to ERSP of 878 newly hired teachers. A total of 691 teachers registered in the training program. Regarding the 187 who did not register, we believe most declined their appointment to the Ministry.
- The attendance rates were higher than in past years. The number of teachers who had perfect attendance was 190 (27.5%); between 80% - 95.9% was 402 (58.2%); between 70% - 79.9% was 30 (4.3%); and between 60% - 69.9% was 14 (2.0%).
- Extensive coordination between ETC, the FDs and the ERSP PD team contributed to the success of the training program. Together, they managed to solve most of the training obstacles at the beginning of the training.
- At the end of the program 619 participants completed the satisfaction survey which showed that trainees were highly satisfied with the training. The overall satisfaction percentage was 92.0%. The trainees appreciated the practical part of the training especially micro-teaching because it helped them reflect on their practices before applying in their classrooms.
- The Induction Specialization phase started at the beginning of September and continues through November in 40 sections, with participants from the 42 FDs.
- In the specialized phase the teachers are actively working on training tasks and expressed appreciation for the emphasis in designing teaching activities. They also reported that learning skills and teaching strategies' had added to their potential for teaching these skills to the students in a better manner.

Challenges

- In some FDs, the communication to some newly appointed teachers informing them about their training assignment was delayed, so they missed a few workshops. The ETC decided to consider their first training day as their starting date of training for the attendance requirement calculation.
- Minor challenges arose, such as the lack of Internet connectivity in some training venues, and the loss of electricity during workshops in Al Mafrq and Badia North East.
- Due to some FDs not having sufficient number of trainees from the same specialization, trainees were merged with sections in other FDs. One negative effect was reduced attendance was that for some participants the far distance increased as they are now coming from more remote schools of assignment to the training venues. Examples include Petra and Shoubak, and Al-Koura and Al Tayba-Westeyyeh, Zarqa 2nd, Al Jeeza, Theeban, Badia North East and Badia North West. The FDs coordinated with the newly hired teacher schools' principals in order to allow the teachers to leave their schools earlier in the training day.

Actions to be Taken

- Continue implementation of the Induction Specialized phase of the training.
- The mentors for the newly hired teachers are to be identified for the Mentorship program and receive training.
- The newly hired teachers who achieve the required attendance percentage (90%) in the Induction programs will participate in the Induction exam which will take place in March 2014.

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

Successes Achieved in Quarter 1

- The Recognition Ceremony for the In-service teachers and leaders was held in the Cultural Palace on August 17, 2013. During the ceremony, accreditation certificates were distributed. Accreditation certificates for the participants who could not attend the ceremony were sent to their FDs.
- The formal letter for ERSP Scholarships was issued this quarter for 114 of 116 scholarships available for In-service schools and 35 for the NCS candidates from 24 schools. One ERSP

scholarship was lost due to the absence of any candidates and another individual withdrew with no secondary candidates in the school bringing the scholarships award down to 114. A total of 149 teachers who won the scholarships and completed the registration started their studies with the HED program on September 21st.

- The TOT program took place between the end of July and early September with participants from 13 FDs in six sections. The number of participants who had perfect attendance was 56 (39.7%), between 80%-99% was 79 (56%), between 70%-79% was 2 (1.4%), between 60%-69% was 0 (0%) and less than 60% was 4 (2.8%).
- At the end of the TOT program, 141 participants completed the satisfaction survey that showed that trainees were highly satisfied with the training. The overall satisfaction percentage was 97.7%, noting especially the benefits of the content on facilitation skills and the management of training workshops. The trainees showed a very high level of commitment, although some had to travel lengthy distances to reach the training centers, such as in Bseira and South Ghore who attend in Tafilah, and Marka and Wadi Al Seer FDs who attended in Amman 1st. The trainees showed signs of quality practice in managing the training workshops during the rehearsals. They were given the opportunity to practice and received appropriate feedback on their performance.
- The 1st follow-up visits were conducted in September. The visit covered all 116 schools that participated in the In-service training program during Y4. All schools were aware of the follow-up visit and its objectives. The schools' principals and staff welcomed the return of the Master Trainers. The Master Trainers scheduled the schools remaining six follow-up visits according to the ETC formal letter.
- Stories were received for the second School Success Contest. Sixty-one schools in 36 FDs participated in the contest, submitting 80 success stories; 32 stories were for the Modern Pedagogies category, 19 stories were for the ICT Integration in Education category and 29 stories were for the Local Community category. Of the 80 stories, twenty-three were collected from the North, 35 from the Middle and 22 from the South. Nine winning stories were selected by an ERSP and MoE committee to include the top three stories for each category. Three of the winners were from the North, four from the Middle and two from the South.



*"The most important thing for the learning environment is to become active, and this depends on the teacher."
Teacher Tamara Al Mubarak while presenting the methods of using active learning in computer lessons.*

Challenges

- Some FDs were unable to attend the Recognition Ceremony because of the lack of Ministry provided transportation, such as Ma'an and Al Aqaba FDs.
- Seven of the selected TOTs declined the training because they were involved in the MOE Induction program. This was solved by replacing them with other TOT trainers from the same FD and other FDs. In some FDs the number of applicants was low so the shortage was compensated for from other FDs.

Actions to be Taken

- The top nine stories from eight schools will be handed prizes during the recognition ceremony for success stories which will take place in November. Also, the 61 participating schools' effort will be recognized.
- The ERSP PD team will follow up on the performance of the ERSP HED scholarship candidates and provide a report about the participants' status.
- Completing their training were 141 TOTs, who will begin shadowing the 334 MOE trainers implementing the In-service and Leadership program for the MoE this year.

- The second, third and fourth follow-up visits for Year 4 schools will take place during the next quarter, with three remaining follow-up visits to take place during the second semester.

Objective 3.3 Change Leadership Training for Principals and Supervisors

- No activities related to the Leadership program were undertaken during this period except the recognition ceremony that was discussed under 3.2.

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

Successes Achieved in Quarter 1

- Drafted a TOR with the DCU for a financial simulation exercise of the Teacher Career Charter Policy, which will need an additional review with HR, Planning and the provider. In support of this, the recommendations for enhancing and completing the intent of the policy were also drafted and submitted to HR. The HR Managing Director requested six to eight weeks to review and discuss with the Minister.
- Conducted a final technical review of leadership standards after the MoE finalized their language check, and are providing continuous support and follow-up on its formal endorsement through Ministry protocols.
- Conducted a one-day workshop with the Standards Directorate to help them clarify their roles and responsibilities and understand the processes to carry these out. An important discussion was the roles and responsibilities that should not be assumed by the Standards Directorate. The workshop raised awareness of the parameters of their scope by departmental members as well as by Ministry personnel from other divisions.
- SDDP, the DCU and ERSP came to agreement on a TOR and an appropriate consultant for the next phase of development of the Continuous Professional Development Framework for Leaders (CPDL). The TOR was sent to ETC for endorsement in September.
- The Ministry implemented what has the potential to be an improved Induction Program with the support of QRTA alongside ERSP.
- A major success was finalizing the TOR for the OpenEMIS work on two major data sub-systems: ECE Quality Assurance and the PD Tracking System. The TOR was endorsed by the DCU and the Chair of the EMIS Steering Committee and forwarded to the Secretary General. We expect this long-awaited and pivotal assignment that will be the first effort launched under the new EMIS plan will be underway starting in October.

Challenges

- This quarter brought still further changes in Ministry Leadership. A new Minister was appointed on August 21st, 2013. Also, a new Director of the ETC was appointed mid-August. The change in ETC leadership is a critical issue in this final year of transitioning, with a Director who is new to central ministry and has a vast set of functions and programs to learn about to embrace the commitment that has been agreed upon between ERSP and the MoE.
- The new leadership in ETC also perpetuates the on-going confusion for the organization structure of ETC and the roles and responsibilities of the various Divisions within it.
- The Senior Oversight Committee whose purpose is addressing the broader policy issues related to the professional development and promotion systems is still not in place. However, working more closely with HR, who in turn is getting endorsement from the Minister's office, is hoped to bring some progress on the promotion scheme.
- While the standards workshop did well to articulate parameters of roles and responsibilities for the Standards Directorate, the need to prove themselves and desire for a domain to control rather than coordinate is threatening to win out. The major concern at present for the status of the leadership standards is the lack of clarity for the role of the Standards

Directorate in the process and likelihood that they will make place unanticipated demands and expectations as obstacles to finalizing these. The bulk of the work on the leadership standards was conducted in Fall of 2010, long before the Standards Directorate was in existence. A meeting is to be coordinated to try to bring about the consensus needed to have the standards endorsed.

- Continued lack of clarity of the policies, regulation, and procedures of standards endorsement.
- The General Teacher Standards with Levels is slowed in waiting for the approval of the leadership levels from the Standards Directorate. The initial draft will have to go through extensive reviews and consensus building: basing these upon already approved standards would certainly assist in boosting the effort on the standards under development.
- ETC has been uncommunicative on the status of the Induction Training program materials as well as the status of the implementation, which limits the capacity of the project to assist.

Actions to be Taken

- Follow-up with HR on their revisions to the Teacher Career Charter policy to pursue the implementation of the financial simulation TOR.
- Conduct a meeting with ETC and Standards Directorate and relevant stakeholders to seek final endorsement of the leadership standards. Once this is done introductions will have to be written to produce a publish-ready version of the standards.
- Pursue engaging consultant services to provide technical support in the preparation of orientation packages for Standards Directorate committee members and assisting the directorate staff in understanding further their function, equipping them with more advanced knowledge of standards.
- Follow-up on ETC endorsement of the CPDL TOR and proceed with contracting and organizing the logistics to get the consultancy underway.
- Offer further support for the review and enhancement of the Induction program packages as well as technical support to improving their implementation model.
- Draft a TOR to provide further support to ETC in instituting a systematic PD course accreditation system that aligns with the PD framework and the needs of a decentralized process to allow for school and FD-driven PD. These PD activities also need to link to the career path. The TOR should also include an M&E plan based on a core set of indicators that can measure across various PD in-service programs.
- Finalize the Open EMIS contract and initiate the technical work immediately.

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

Successes Achieved in Quarter 1

- In accordance with the annual work plan, the following activities were completed this quarter and a training status summary chart per school is available in Annex 2:
 - *Different Models of the Rotation*² was completed in three schools. Rotation process is being followed and moving smoothly in all trained schools, though admittedly with variations in quality and style. The recognition of the value and different models of the rotation process will be strengthened after the completion of implementing the training program in the remaining seven schools.
 - *Teachings Strategies for Early Grade Teachers* was completed in three schools, with eight schools still to be trained. As an outcome of the professional development training

² Examples of different rotation models include: the queue model (students move in lines); the grouping model (students rotate in small numbers of 2-3 at a time); the self-movement model (independent movement, either limited to a particular part of the school, or throughout). Schools will choose a model depending on factors such as age of students, number of students and number of teachers, location of lockers, location of resource room and library, etc.

program, teachers prepared around 15 hands-on lessons involving arts, crafts, storytelling, educational games and more.

- *Activating Resource Room* was completed in four schools. During the program teachers developed guides that include specific activities to address students with learning difficulties. The resource teachers are now working with suitable materials and able to set specific, time-related targets for each child in agreement with the class teacher as well as monitor, assess and record the progress of the children on a monthly basis.
- *Block Three Modules* was completed in the final school³. Eighteen initiatives and projects were planned collaboratively by teachers in the school in subjects related to human rights, preservation the environment, utilizing ICT, science fairs, art exhibitions and more. These projects will be implemented during the current and coming semester.
- *Block Four Modules* were completed in two schools and two schools remain. As an outcome of block four, teachers in the three trained schools worked on approximately 10 projects that identified a school shared set of standards and regulations for using and utilizing each cluster, the projects aimed at achieving change at the general school level through starting with building change at the level of each cluster.
- *Students Training* was completed in two schools. A total of 150 students were trained during this quarter. The training succeeded in building students' awareness of the new school model, resources and space available as well as familiarizing students' with their schools' facilities, resources and services, determine their responsibilities in maintaining their school, determine areas of work at schools, and plan for activities to activate areas of work.
- *Two team building activities* were implemented in male schools during this quarter targeting all school community members. These included activities that created authentic teams inside schools to work under the same vision and instilling a high level of commitment and ownership.
- Onsite support activities (159) were conducted during this quarter. Heightened levels of hygiene, effective implementation of the rotation system, better utilization of new teaching methods in classes and clear identity for classrooms by producing learning tools which support both aesthetic and educational objectives were observed during the onsite support activities. ERSP coaches attended more than 60 classes in the eleven Year 4 schools where very advanced strategies and ICT utilization were observed.
- One-on-one coaching sessions (11) were conducted with principals, motivating them to continue engagement in the change process, gaining their commitment and ownership, involving them in the decision-making processes, and empowering them with the needed competences to be able to play out their leadership roles in the schools.
- The school communities worked under direct support from ERSP coaches on 2014 strategic plans that will guide school community members through certain steps and actions to improve students' achievement and reach the desired quality of education over the coming years, to emphasize their seriousness about their charge to educate every student to be responsible, productive and well-educated citizen.
- The "*Sharing Experiences*" meeting was conducted during this quarter targeting all 27⁴ principals. The meeting highlighted the schools' main achievements, identified the schools' main challenges, built a clear vision on leadership styles and their impact on the quality of



³ Khawla Bint Al Azwar

⁴ 17 principals attended and 7 schools were represented by assistants or teachers, while no one showed up from three schools (Aisha- Rsaifeh, Prince Alia- Mafrag, and Safeih- Rsaifeh).

work in schools, recognized the importance of reviewing the school work against basic agreed tools, and suggested ideas to promote sustainability specially when ERSP exits from the schools.

- Within FDs there is an increasing awareness of NCS schools as central locations for FDs to conduct their training, meetings, forums, conferences because of the infrastructure and available resources in an effort to increase the support of FDs to the NCS and their role as model schools and a source for promoting improved practice.
- The channels of communication between schools and FDs have remarkably strengthened. FD personnel are contacted regularly and updated with an individual list of challenges and achievements in the NCS schools to enable them to follow-up accordingly.
- Two teachers from our NCS schools were awarded the Queen Rania Appreciation Certificate⁵. A teacher from Aysha Bint Abi Bakr School and another from Khawla Bint Al Azwar School.
- Two worthy examples of successes achieved during this quarter are available in Annex 3.

Challenges

- To respond to the situation and performance of Al Bnayat School and address unique challenges, continuous meetings were conducted between the central MoE, FDs and representatives from USAID and ERSP, customized onsite support plans were developed and applied, that included team building activities and change dissemination events. Unfortunately, the school continues to underperform in comparison with other schools, and the principal is resisting project assistance in reaching the school's potential.
- The troubled relationships between administration and staff at Al Marj and Aysha Al Salt Schools reduced the cooperation opportunities between school community members to excel in achieving the school's objectives. As discussed with USAID, ERSP coaches are aware of limitations in their position and capacity to resolve such matters.
- Four FDs are limited in their cooperation in providing schools with guards, custodians, nurses, and other administrative staff. This places a heavy burden on the shoulders of principals and affects cleanliness and security levels.
- Turnover of school personnel is a concern with 54 teachers having either transferred to other schools or retired since last year. Of the schools, four had a larger number of turnover. This is translated as additional time and effort required to fully engage the newcomers and to become familiar with the school culture and vision. Through ERSP an e-module and NCS sustainability guides are available to assist the orientation of new staff.
- Laptops were not distributed in Year 4 schools to by FDs to teachers; this is affecting the full ICT utilization inside classrooms.
- Most of Year 4 schools do not operate all computers inside labs because of poor distribution of electrical plugs inside labs and extension cords are not a safe option with the flow of students in and out of these labs.
- The number of Syrian students in the NCS schools during the quarter rose to 1,212. The challenge lies in the slow adaptation of these new students into the system, while also showing some behavioral challenges among the students. Furthermore, five of the NCS schools have become double-shifted schools to accommodate the population increase. This puts strain on school staff to maintain schools' resources, equipment and a high level of hygiene and discipline.

⁵ This is the first stage of QR award for distinguish teachers on the level of FD, which means the teacher is qualified to participate in the award on the level of MoE.

Actions to be Taken

- Intensify the support to Al Bnyat School by sending more than one coach and organizing QA visits to the school.
- Conduct follow-up visits to both Aysha Al Salt and Al Marj schools in coordination with the Head of FDs to support the principals and address obstacles.
- Communicate with FDs to solve the issue of shortages in faculty and administration staff.
- Motive FDs to speed up the process of distributing teachers' laptops.
- Support schools to find solutions in cooperation with FDs regarding the electricity distribution in computer labs.
- Issue the certificates for trained participants from Year 4 schools.
- Continue the Professional Development activities based on the schedule.
- Continue the onsite support activities in Year 4 schools based on the schedule.
- Conduct eight change dissemination events and four team building activities in Year 4 schools.
- Organize the next "Sharing Experiences" meeting for all NCS principals.
- Complete the enhancement activities in the three NCS in Aqaba. ERSP had taken into consideration the request and desire of the principals and trainees to conduct training at spaced intervals to avoid overloading of the trainees and, thus, the schedule of implementation was delayed.

PD Transition Status

- The FDs under the MOE implementation started the new schools selection process by nominating the schools to ETC in order to prepare for the In-service program. This year 334 MOE trainers will implement the In-service program in 32 FDs and in 120 schools.
- The ETC is compiling the data from last year's FDs under MOE implementation in order to prepare the final list for the accreditation exam participants.
- ETC is planning to conduct a meeting with the FDs to ensure a smooth transition of the program for next year and years to come.
- ERSP is finalizing the Operational Manual to assist the MoE in the on-going management of the In-service program.
- NCS sustainability efforts included bi-monthly meetings with principals to support a growing Communities of Learners, as well as team building activities; increasing communication channels; and, engaging the neighboring schools in various educational activities to motivate staff to be a source of support to other schools.
- Sustainability guides and e-modules were produced and introduced to the 11 Y4 NCS. These guides are supporting staff to keep their positive practices and to assist any newcomers to the school staff.

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

- During this quarter, ERSP conducted 88 onsite support visits to the 176 ERSP-trained schools. During these visits, ERSP coaches followed-up with schools on the entry of data, the implementation of the action plans, assisted them in overcoming challenges and reinforcing the application of data-based knowledge and skills through a number of projects.

Table 1: Number of Successful Implemented Projects during this Quarter

Number of Project	Result
26 projects	Success in increasing students' achievement
14 projects	Success in decreasing teachers' absence
10 projects	Success in decreasing students' absence

- After the third onsite support visits, coaches observed that principals' confidence and competency was raised compared to the first visit. Principals are now participating in the action planning, leading the implementation of actions, and making decisions based on available data. Moreover, principals were provided with follow-up and planning tools which raised their confidence to make the right decisions for their schools.
- All trained schools are using five decision-making tools (OODA, Tree, Future Cycle, Circle Decision Making, and Action Research) and their capacity was raised in explaining data related to queries and correlations and using them in making decisions.
- The final batch of 365 Data-use calendars was distributed to the remaining three targeted FDs. The calendars serve as a valued job aid to remind school principals of monthly tasks related to data entry and data utilization.
- Annex 4 presents a sample of this quarter achievements that have resulted from the DU interventions.

Challenges

- A continued challenge remains that principals are not equally motivated to follow up on results of data and read performance reports and, therefore, remain unwilling to discover and address challenges occurring inside their schools. And, not all school staff wishes to take on the effort of entering the EMIS system and accessing data reports. However, we remain fortunate in that these continue to be in the minority as the program witnesses much enthusiasm.
- Schools still do not trust the data entered from other schools so they cannot compare their performance with other schools and make decisions based on that.
- The delay in entering data related to queries and correlations by schools according to the set entry dates by the Directorate of Planning skews findings generated in the reports, since the data related to the average of all schools in the field directorate is skewed by the absence of data.
- The transfer of the trained DU participants to other schools can have a negative impact on implementing and achieving the outcomes of the action plans in some schools.⁶ To address this the DU coach meets with the new team in the school during the onsite support visits, introducing them briefly to the program, reviewing the action plan, understanding the new vision of the principal and if he/she wants to add any new priority or procedure to the plan.

⁶ For example, at Amena Bint Abi Wahab School in Al Shoubak FD all trained participants were transferred to other schools

Also, the coach through his/her onsite support visits works on disseminating the program's objectives to all the school's teachers who will be implementing the action plan.

Actions to be Taken

- Continue the scheduled onsite support activities to the last trained batch of 290 schools. During these onsite support activities, coaches will collect the action plans and evaluate the data utilization status of schools based on certain designed indicators.
- The Data Use training manual will be distributed to the 19 assigned FDs to guide training. The manual will be used by the FDs and the core training teams for any future DU training.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 1

- Conducted 42 onsite support activities to Field Directorates. As an outcome of the onsite support activities, 42 data use teams were formed at the FD level. The teams will be working on implementing the action plans that were built by them and under direct support from ERSP coaches based on certain challenges related to queries and correlations.
- Worked with the data use teams in each FD on adopting a data utilization follow-up plan for supporting their schools in their data use activities.
- Conducted four regional meetings in the North and Middle regions. The meetings supported FD leaders in realizing the importance of completed and accurate data entered into the system, enhancing communications and strategies to better support schools, and identifying their significant role in activating the use of data as a matter of practice in the field.
- Promoted a data utilization culture at the level of Field Directorates evidenced by: 1) Field Directorates established an archiving system includes last academic year data as well as all the school action plans developed under the Data Use for Decision Making program; 2) Field Directorates are sending a comprehensive report of the data entry and utilization status to the Ministry of Education at the end of each academic semester; and 3) The Planning Directorate is fully engaged in planning, facilitating and driving the data use program.
- Trained 115 trainers from 19 FDs on the Data Use for Decision Making program as part of the MoE transition plan. These 115 trainers will be training 1,324 schools.



Challenges

- As with the school level, field directorates and central ministry face challenges in running queries and correlations when all data necessary is not entered into the system.
- Deactivation of the EMIS system during some periods of time (i.e. parliamentary and municipality elections, beginning of the academic year) causes delays in the generation of reports by users.

Actions to be Taken

- Continue the remaining 42 onsite support activities for FDs. During these visits, coaches will support FDs in identifying the real causes of the performance gaps facing the schools and the directorate to provide the necessary assistance in determining solutions.
- ERSP will work closely with the Planning Directorate and EMIS division personnel in order to strengthen the use of data and the reports at the central level. Depending on the data use finding and results, ERSP will support the Ministry in identifying the areas of needed intervention and decision making process.
- Prepare for the second Data Dialogue event and agree on the theme, main objectives and expected outcomes of this event in agreement with the Planning Directorate.

- Conduct support and follow-up visits by ERSP to the roll-out training locations to ensure that the specific outcomes of the training are being delivered and achieved.

DU Transition Status

- By mid-November 2013, all Jordan's schools are expected to be trained by ERSP and the Ministry of Education on the Data Use for Decision Making program. This is hoped to create a critical mass of schools' capable in recognizing the importance of entering quality data, identifying challenges, determining improvement priorities allowing for better informed decisions.
- Continue work with the EMIS Steering Committee to ensure sustained access to relevant data reports.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 1

- Monitoring Information System (MIS) Tool
 - Indicators were collected from different sources such as the Ministry of Education, the Department of Statistics, and various education initiatives in Jordan and JEI projects' statistics. Then the indicators were categorized by topic and saved on the system.
 - The system format was customized to reflect JEI identity adding pictures from the schools reflecting the projects and the logo of JEI (i.e. "JEIinfo" rather than "DevInfo").
 - Reports were developed using the system covering the main data and information about education in general and in Jordan in particular.
- School Assessment Tool (SAT)
 - Developed a work plan for creating the School Assessment Tool (SAT). The SAT helps the organization in ranking schools that have the JEI model according to their performance, in addition to identifying challenges and areas of improvement.
 - Conducted research and a literature review regarding similar tools in the region and globally.
 - Contacted companies who have best practice in this field to arrange for a study tour to learn more about it.
- JEI Personnel Capacity Building
 - The M&E manager attended two workshops at the Evaluator Institute in Atlanta. After the completion of the series of workshops, the M&E manager is now certified in evaluation practices.
- Additional JEI activities undertaken this quarter:
 - The JEI M&E team evaluated the Texas Instruments Handheld Device Project which was piloted throughout the academic year 2012 – 2013. The final report is currently under revision.
 - JEI developed online questionnaires for Queen Rania Award targeting teachers and local community using SMART Survey, which is an online application that creates questionnaires to efficiently collect data over the internet, saving time and effort.
 - JEI and the research team at Queen Rania Foundation identified a number of research topics to be conducted throughout the year.
 - The JEI M&E team designed the data collection tools and collected the baseline data which will be used as a reference point to evaluate the internship program impact. The internship program aims to: 1) bridge the gap between the outcomes of the education system and the needs of the job market; 2) enhance employability skills of schools and university students; and 3) transform schools into ICT community hubs. The program

will target 165 ICT university graduates. During the internship period, interns will be provided with practical skills and technical training

Challenges

- The scheduled projects for the coming year will require the addition of a mid-level M&E employee with the capability and skills to handle projects in comprehensively. This will also improve JEI's chances in developing new business opportunities and will guarantee the sustainability of the M&E department.

Actions to be Taken

- To address the staffing need described above, JEI has begun recruitment. In the coming quarter, short-listed candidates will be interviewed and an offer made to fill the position.

Monitoring & Evaluation and Communications

Monitoring & Evaluation (M&E)

ERSP submits the updated Dashboard of Targets Vs Actuals every quarter, which provides a snapshot of the project outputs measured against the end-of-program targets and annual targets for each component. The Dashboard for the first quarter of Year 5, updated through 30 September 2013, is provided through the hyperlink below. The rows highlighted in green represent the indicators that are in common between this expanded program monitoring Dashboard and the version that was abridged based on the audit recommendations.

Dashboard hyperlink: [1. ERSP Dashboard 29Oct13.docx](#)

This past quarter, ERSP\Creative conducted Data Quality Assessments (DQAs) of selected indicators from each component. All selected indicators passed the audit with satisfactory back-up documentation of their reported totals.

During August and September 2013, the Creative M&E team conducted spot check visits to ongoing Induction trainings. The purpose of these visits was to observe the overall quality of the training as well as seek participants' feedback. During August, the Induction General phase took place. The M&E officer conducted spot checks to seven locations in the Center and North Regions as follows: Amman, Madaba, Al Jeezeh, Jerash, and Ajloun. During September, the M&E officer continued the spot checks with another three locations for the Induction Specialized phase: Amman, Ajloun, and Al Qwaismeh District. The following are some highlights from the report:

- Around 90% of the participants reported that the training enriched their knowledge and that they were very pleased with it.
- Most of them stated that this training improved their self-confidence, capacity and vision towards teaching and prepared them well for the classroom.
- Individuals who had participated in other training programs previously said that those were not as good as this training, in terms of planning, content and delivery.
- All the participants reported that the trainers had a great influence on them and made things easier.
- All the participants stated that the practical part of the training played an important role in cementing the knowledge and techniques they learned and made them feel better prepared to teach.

The summary report is final and available upon request.

In the coming quarter, the ERSP M&E team is planning to:

- Conduct transition monitoring visits to the STC and LStS implementation by the Ministry; similar to those done previously. ERSP will visit randomly selected schools that were engaged in the ERSP delivery of the program activities in Years 2, 3 and 4.
- Conduct quality assurance visits to MoE trainers delivering the In-service trainings and observe the quality of support and mentoring provided by the Master Trainers.
- Conduct another round of focus group discussions with some of the mothers who participated in the PCP program in June, 2013.

Project Communications

In the first quarter of Year 5, the ERSP Project Backstop completed a communications piece on the PCP, which was featured on the USAID/Jordan Facebook page. She continued work on two similar pieces related to what ERSP is leaving behind for the long-term sustainability of the PD and DU programs. Those two pieces will be finalized and shared with USAID in the coming quarter.

ERSP also continued to contribute program updates to the USAID/Jordan monthly bulletin.

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. Females	
Component 1: ECE													
1	Parental Involvement (PI)	Refresher Training for the North Region KG Parental Involvement Coordinators (PICs).	22-Sep-13	6	Training	North Region ECE training center			278.65	KG PICs	19	7	2 MoE/ECE Staff 2 ERSP staff
2	Parental Involvement (PI)	Refresher Training for the Central Region KG Parental Involvement Coordinators (PICs).	25-Sep-13	6	Training	Central Region ECE training center			308.76	KG PICs	23	11	2 MoE/ ECE Staff 2 ERSP staff
3	Parental Involvement (PI)	Refresher Training for the South Region KG Parental Involvement Coordinators (PICs).	30-Sep-13	6	Training	South Region ECE training center			596.7	KG PICs	15	8	2 MoE/ ECE Staff 2 ERSP staff
Component 2: YTC - MIS													
1	e-Learning Design and Dev't, testing and promotion	Build QRC and other developing capacities for developing and maintaining e-learning materials.	6-10-Oct-13	30	Developing e-learning materials	QRC			1250 \$	E-learning QRC	25	15	
Component 2: YTC - STC													
1	ERSP / YTC	STC / Enhancement Pathway to the future.	20-21-Aug-13		Training	Geneva Hotel	No	381.35	1073.44	CTT members	5	7	Participants from all regions
2	ERSP / YTC	Two STC/ Pathway to the future workshops.	1-5-Sep-13		Training	Sadeen Hotel	MoE	5104.51	12,543.40	Counselors, principles, heads and member from directorate and CTT member	42	57	participants from all regions without Al Mazar counselors ,30 students participated in 3-4-Sep-13

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. Females	
3	ERSP / YTC	CCC meeting.	19-Sep-13		Meeting	Geneva Hotel		141.24	305.08	Counselors and CTT	3	5	
Component 2: YTC - LStS													
1	ERSP / YTC	LSTS Enhancement.	29-Aug-13		TOT (DTT)	Geneva Hotel	No	80.5	357.34	CTT members	3	5	
2	ERSP / YTC	Two LSTS training workshops.	15-19-Sep-13		Training	2 days in Geneva Hotel then in two Halls gym in Amman	MoE	3190.67	7730.35	PE teachers, heads and member of sport department and CTT member	20	26	Participants from all regions without 5 teachers from Aqaba
Component 3: PD													
1	Induction-General	The program aims at building the capacity of newly hired teachers.	24 Days / 24 Sessions	5/ Session	Workshop	40 training sections from 42 FDs (Aqaba, Ma'an, Shoubak, Southern Badia, Petra, Tafilah, Bseirah, Mazar S., Al Qaser, Al Karak, Southern Ghore, Al Mafraq, Badia N.E, Badia N.W, Ajloun, Al Koura, N. Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, Northern Mazar, Bani Obeid, Jerash, Southern Shouna, Der Alla, Salt, Ain Al Basha, Ruseifa, Zarqa Second, Zarqa First, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame'ah , Qasabat Amman, Theeban, Madaba).				Newly hired teachers	691	547	Completed
2	Induction-Specialized	The program targets newly hired teachers to provide them with knowledge and skills	12 Days / 12 Sessions	3/ Session	Workshop	40 training sections from 42 FDs (Aqaba, Ma'an, Shoubak, Southern Badia, Petra, Tafilah, Bseirah,				Newly hired teachers			Ongoing

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. Females	
		needed to integrate new pedagogies with ICT in the classroom.				Mazar South, Al Qaser, Al Karak, Southern Ghore, Al Mafraq, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, Northern Mazar, Bani Obeid, Jerash, Southern Shouna, Der Alla, Salt, Ain Al Basha, Ruseifa, Zarqa Second, Zarqa First, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame' ah , Qasabat Amman, Theeban, Madaba).							
3	Training of Trainers (TOT)	Build capacity of MOE educators from 13 FDs in order to empower them to carry out the PD program in the future.	20 Days/ 20 Sessions	4/ Session	workshop	Six training sections with a total of 141 Trainees from 13 FDs (Naour, Southern Shouna, Marka, Wadi Al Seer, Muwaqqar, Al Jeeza, Sahab, Southern Badia, Ma'an, Petra, Shoubak, Bseirah, Southern Ghore).				Teacher, principals and supervisors	141	60	Completed
4	Follow-up visits for Y4 in service training program schools	Provide support for schools to sustain the change and development initiated during the 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	7 Days / School	5/ Follow-up visits	Onsite support / class visits	116 schools assigned in year 4 FDs (Aqaba, Ma'an, Shoubak, Southern Badia, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, Southern Ghore, Al Mafraq, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, Northern Mazar, Bani Obeid, Jerash, Southern Shouna, Der Alla,				116 schools from year 4 In service training program			Completed the first follow-up visit / school. Total number of completed school visits in the first follow-up visit is 116.

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. Females	
		constructive feedback.				Salt, Ain Al Basha, Ruseifa, Zarqa Second, Zarqa First, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame'ah , Qasabat Amman, Theeban, Madaba).							
Component 3: MoE newly constructed schools by USAID													
1	Block 3 – Y4 schools	This part aims to enable school teams from the following Professional Development subjects: - Modern methods of teaching and learning. - Management and discipline of students. - The optimum utilization of school resources. - Leadership and management. - Activating the role of parents and the local community.	33 days	99	Training workshops	Al Aghwar North	948.75			Teachers	27	27	
2	Block4 – Y4 schools	To encourage staff to work together to plan for projects in their cluster, where teachers from different groups work as one team.	2 days	6	Training workshops	Al Karak, Naour, Al Shoune South	1,328.25			Teachers	88	17	
3	Enhancement Activities Y3 schools	1) Modern Teaching Strategies for Early Grade Teachers. 2) Activating the Role of the Learning Difficulties Room. 3) Practical Models in the Rotation Process.	8 days 4 days 6 days	3 3 3	Training workshops	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour Al Aghwar South, Al Mafraq, Irbid 2, Al Shoune South	13,851.75			Teachers	315	212	

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. Females	
4	Students' Training	This program targeting students aims at raising their awareness toward the school and its resources and empowering them to form committees to keep the school.	2 days	3		Naour, Al Shoune South	189,75			Students	150	-	
5	Team Building Activities	Four extra-curricular school activities to open channels of communication within school community, and build teamwork skills.	4 days in the academic year, 2 days in the semester	3	Extra-curricular activities	Naour, Al Shoune South	1265			All school's staff, teachers and students	1438	-	
6	Onsite Support Activities	The onsite support activity include following up on the implementation of the program's techniques, prepared action plans and check lists.	2 days a week	6	Onsite support and follow up visits	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar South, Naour, Al Shoune South.	2028			Teachers and Staff	453	359	
7	One to one coaching to principals	The program is to provide support to school principal.	3 Days, 1 hour a day	3	Coaching and support sessions	Petra, Al Aghwar N., Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar S., Naour, Al Shoune S.	1192.75			Principals	11	9	
Component 4: Data Use													
1	Onsite Support Activities for Schools	The onsite support activity include following up on the implementation of the program's techniques, prepared action plans and check lists.	2 visits per semester per school.	3	Onsite support and follow up visits	North Region, Middle Region and South Region	22390			Teachers and Staff	880	465	
2	Onsite Support Activities for FDs	The onsite support activities support schools in identifying the real causes of the performance gaps	2 visits per semester per school.	3	Onsite support and follow up visits	North Region, Middle Region and South Region	10626			FDs Personnel	294	126	

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. Females	
		facing the schools and the directorate to provide the necessary assistance in determining solutions.											
3	ToT training	To train those who will roll out the data use training.	2 days	2.5	workshops	North, Middle and South Regions	1518			ToT participants	115	57	
Component 4.3: Strengthened Monitoring and Evaluation of the JEI													
1	Certificate in Evaluation Practice (CEP) training track by The Evaluator's Institute	The training was to complete 6 units required to obtain a Certificate in Evaluation Practice CEP, the attended courses were: - Applied Measurement for Evaluation 16-18-Sep-13 - Outcome and Impact Assessment 19-21-Sep-13	16-21 Sep - 13	42	Training Courses	Atlanta/ United states of America	2,730	1625	1323	Maram Barqawi	1	1	This was the final training required to obtain the Certificate in Evaluation Practice, which was awarded by the end of the training.

Project management

Field Trips

Date	Details
ERSP General:	
Component 1.1: ECE	
11-Jul-13	RWGs visit to South Shouneh education department to follow up perpetration for the CBO's official documents for donating the classrooms at their organization.
15-Jul-13	RWGs visit to Taqbeha and Wasteh education to follow up the donation for the CBO's classrooms at their organization (north region – Taqbeha and Wasteh education department).
10- Aug-13	RWGs visit to Number of CBOs in Zarka and Rusfa to discuss ways of collaboration.
15- Aug-13	RWGs visit to Nawer education department to follow up the donation from police department al Um al Basatin area for establishing KG classroom there.
14-30-Aug-13	Visits to 60 KG classrooms to distribute the opening ceremony boxes.
4-Sep-13	RWGs visit to Alrusayfah education department.
22,23-Sep-13	RWGs visit to attend the USAID Meeting at Aqaba.
29- Sep-13	RWGs visit to Mu'tah University to discuss the ECD.
Component 1.2: ECE/ KG Renovation & Furnishing	
Jul-Aug-13	Handing Over for cluster 7 KGs and follow up with the renovation works and furnishing in North and Middle Regions.
Sep-13	Handing over KGs in the South region and follow up with the renovation works and furnishing for cluster 7.
Component 2.1 YTC/ MIS	
None	
Component 2.2: YTC / STC	
21-30-Sep-13	26 field visits conducted to STC schools to monitor the implementation of the pathways to the future sessions: 2 visits to Wadi Seir, 6 visits to Russaifa, 3 visits to Deir Alla, 2 visits to Naour , 4 visits to Jerash, 5 visits to Jerash and 4 visits to Koura.
YTC/STC/ Renovation	
Aug-Sep-13	Handing over the counselor offices in the north and middle regions. Follow up with renovation works and furnishing.
Sep-13	Handing over the counselor offices in the South and follow up with renovation works and furnishing.
Component 2.3: YTC / LStS	
3-Sep-13	Conducted the LStS film shooting session at Al Ameer Hamza School in Zarqa.
11-Sep-13	Conducted the LStS photo shooting session for the LStS poster.
14-Sep-13	Conducted the LStS film shooting session at Ein Al Basha School in Amman.
YTC /LS/ Renovation	
Aug-Sep-13	Handing over for Sport areas in the Middle and South regions and follow up with the renovation works.
Component 3: PD	
25-Jul-13	QA field trips to Badia North West, Naour and Qasabat Amman FDs Induction General training locations.
29-Jul-13	QA field trip to Al Qweismeh FD Induction General training location.
30-Jul-13	QA field trips to Al Mafraq and Mazar North – Bani Obeid FDs Induction General

	training locations.
31-Jul-13	QA field trip to Al Koura - Tayba and Westeyyeh FDs Induction General training location.
1-Aug-13	QA field trips to Northern Ghore and Al Jeeza FDs Induction General training locations.
5-Aug-13	QA field trip to Lewa' Marka FD Induction General training location.
6-Aug-13	QA field trips to Al Ruseifa, Jerash and Al Mafraq FDs Induction General training locations.
12-Aug-13	QA field trip to Jerash FD Induction General training location.
13-Aug-13	QA field trip to Wadi Al Seer FD Induction General training location.
14-Aug-13	QA field trip to Der Alla FD Induction General training location.
15-Aug-13	QA field trips to Badia North East and Qasabat Amman FDs Induction General training locations.
19-Aug-13	QA field trip to Al Qweismeh FD Induction General training location.
20-Aug-13	QA field trips to Al Karak and Qasabat Irbid FDs Induction General training locations.
21-Aug-13	QA field trips to Al Qaser and Zarqa Second FDs Induction General training locations.
22-Aug-13	QA field trips to Ajloun, Madaba, Qasabat Amman and Al Mafraq FDs Induction General training locations.
25-Aug-13	QA field trips to Al Mafraq, Aqaba and Theeban FDs Induction General training locations.
26-Aug-13	QA field trips to Al Jeeza, Southern Mazar and Ma'an FDs Induction General training locations.
29-Aug-13	QA field trip to Naour FD TOT training location.
2-Sep-13	QA field trips to Al Qweismeh and Al Shoubak FDs TOT training locations.
MoE newly constructed schools by USAID	
5-Sep-13	Follow-up visit was conducted to Naour FD where the situation of Al Bnayat school was discussed with the FD director.
6-Sep-13	QA field visit was conducted to Al Bnayat school.
10-Sep-13	A visit was conducted to Al Mazar North FD by Dr. Eileen St. George from Creative, Dr. Hourani and Dr. Momani from ERSP where discussed the faced challenges in Aysha Al Baouneye school.
20-Sep-13	QA field was conducted to Aysha Al Baouneye school.
15-Sep-13	Three visits were conducted by ERSP team to Aysha Al Baouneye school to follow-up on the overall preparations in the school before the official inauguration that was postponed until another date.
26-Sep-13	A visit was conducted to Fatima Al Zahra'a school by USAID mission director Ms. Beth Paige and other representatives. Positive feedback received on this visit.
Component 4: Data Use	
25-Aug-13	Conducted 3 field visits by the ERSP team to the roll-out training locations in Bani Abeed, Irbid, and Bani Kenanah.
26-Aug-13	Conducted 3 field visits by the ERSP team to the roll-out training locations in Dheeban, Al Mazar South and Al Karak.

Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1 ECE:		
None		
Component 2: YTC		
8-Jul-10-Aug-13	Wael Yousef	Activity: Develop four booklets on the main sports rules needed for PE teachers participating in the LSTS program. Deliverables: Four sports booklets on the main rules needed for football, volley ball, handball and basketballs games with all needed illustrations. The booklets are edited and tested.
Component 3: PD		
None		
Component 4: DU		
None		

Annexes

Annex 1: Quarterly Report Detailed Activity Matrix

The Year 5, Quarter 1 Detailed Activity Matrix for all components is attached in the following hyperlinked document:

[2. ERSP Y5Q1 Activity Matrix 29Oct13.xls](#)

Annex 2: Status of training workshops and activities for NCS Schools in Year 5

School Name	Block 1	Block 2	Block 3	Block 4	Block 5	Specialized Program for Male School	New Teaching Strategies for ECE	Practical Rotation Models	Activating the Resource Room	The Differentiated Learning	Modern Teaching Strategies
Year Three Schools											
Dahiet Al Ameer Hassan Basic Co.	Finished	Finished	Finished	Finished	Finished	Finished	Finished	Finished	Finished	Finished	Finished
Madaba Basic Co. Girls											
Aysha Um Al Mo'mneen Basic Co.											
Maimouna Bint Al Hareth Basic Girls											
Abdelmunem Riyad Basic Boys											
Saad Bin Abi Waqas Basic Boys											
Othman Bin Affan Secondary Boys											
Othman Bin Affan Basic Boys											
Jabal Tarek Basic Boys											
Um Qsair Wil Muqabaleen											
Al Qadesiah Secondary Girls											
Al Qadesiah Secondary Co.											
Safieh Bint Abd Al Mutaleb Basic Co.											
Year Four Schools											
Al Madina Al Wardya Basic Co.	Finished	Finished	Finished	Y4Q4	Finished		Y5Q1	Y5Q2	Y5Q2	Y4Q4	Y5Q2
Al Bnyat Secondary Boys				Y5Q1		Y5Q2	Y5Q1	Y5Q2	Y5Q2		
Al Marj Basic Co.				Y5Q2		Y5Q2	Y5Q2	Y5Q2	Y5Q2		
Hetin Basic Co.				Y4Q4		Y5Q2	Y5Q2	Y5Q1	Y5Q2		
Aysha'a Bint Abi Bakr Basic Co.				Y4Q4		Y5Q1	Y5Q1	Y4Q4	Y4Q4		
Um Al Somaq Al Janoobi Basic Co.				Y4Q4		Y5Q1	Y5Q1	Y5Q1	Y5Q2		
Fatima'a Al Zahra'a Basic Co.				Y4Q4		Y5Q2	Y5Q2	Y5Q1	Y5Q2		
Princess Alya'a Basic Co.				Y4Q4		Y5Q2	Y4Q4	Y4Q4	Y4Q4		
Aysha'a Al Baouneye Basic Co.				Y4Q4		Y5Q2	Y5Q2	Y5Q2	Y5Q2		
Al Jofeh Secondary Boys				Y5Q1		Y5Q2	Y5Q2	Y5Q2	Y5Q2		
Khawla Bint Al Azwar Basic Girls				Y5Q2		Y5Q2	Y5Q2	Y5Q2	Y5Q2		

Annex 3: Newly Constructed Schools – Example of Achievements

1. *Aysha Al Baouneye School: Surpassing the Obvious Results of Advancing Reading and Writing Skills*

While more and more students were engaging in the dynamic school life, some of the faculty, with the guidance of ERSP's coach, noticed that a group of 32 students mainly from grades one to three were not taking part of any of the classroom's activities. After further investigation, the faculty revealed that the reason was mainly due to the students' inability to read or write which was causing further emotional and psychological side effects, making them withdrawn. Having been enabled by ERSP's PD programs to utilize their school's resources to enhance students' achievement, six subject-matter teachers from grades one to three, along with the school counselor and the learning support teacher formed a team and prepared an intervention plan that would allow the students to work with teachers twice a week during school time dedicated for a Literacy Advancement program. Within the three months, almost 20 students (63%) out of the 32 showed momentous progress in their literacy and mathematics skills. As a result, they started feeling more and more comfortable in engaging in classroom and school activities.

2. *Hetin School: Enhancing Education Beyond Classroom Walls*

After undergoing ERSP's Professional Development (PD) program, teachers at Hetin School were enabled and felt empowered to come up with a creative initiative to further enhance their students' learning experiences beyond the confines of their classrooms.

Miss Layali, Miss Ghada and Miss Ala'a created an online educational database and succeeded in motivating their colleagues to collaborate in this initiative. This database is used by all teachers and students in the school with the objective of integrating technology into the day-to-day learning experiences of all students. It quickly became one of the great advances taking place at the school as a result of ERSP's PD program under the guidance and supervision of ERSP coach who enabled teachers to collaborate effectively. As a result, many teachers at the school committed their time and resources to integrate e-lesson plans in the database for all subjects and grade levels, incorporating the use of the interactive whiteboards and other ICT tools. Integrating ICT into the curriculum enabled teachers to further practice modern educational pedagogies while catering to the students' different styles of learning. This created an interactive student-centered learning environment greatly benefiting all 605 students there.

Annex 4: The Data Use for Decision Making Program – Example of Achievements

1. Al Arqam Bin Abi Al Arqam School in Sahab was facing a higher percentage of students' absenteeism compared to the neighboring schools. The percentage was 2.17%. As an outcome of the Data Use program, the school used the action research tool, developed an action plan and worked on a set of procedures that included promoting enhanced use of modern teaching pedagogies, met with parents and discussed with them the causes of their children's absence, organized educational trips for students to raise their belonging and ownership toward their school, engaged parliamentary councils in schools, and formed active teams like the scouts and school discipline team. As a result of the implemented action plan, the percentage of students' absenteeism decreased to 1.59% in three months.
2. Husban Secondary Co School in Naour was facing a higher percentage of teachers' absenteeism compared to other schools in the same FD. The monthly absenteeism average was 23.5 days among the 26 teachers. As an outcome of the Data Use program, the school used the circle decision making tool, developed an action plan and worked on a set of procedures, which included enhancing the motivational atmosphere in the school to teachers who commit to their attendance, modifying the scholastic schedule taking the residence of teachers into consideration, meetings between teachers and the principal to improve communication, understanding of expectations and address causes behind their continuous absenteeism. As a result of the implemented action plan, the percentage of teachers' absence was decreased to 13.25 in three months.
3. The academic achievement for the 4th graders in Arabic Language in Dheeban FD was 74.24%, which was considered low in comparison to other FDs. As an outcome of the Data Use program, the school used the tree decision making tool, developed an action plan and worked on a set of procedures, which included engaging supervisors in conducting periodic visits to Arabic teachers in schools, increase the utilization of the schools' libraries through launching an initiative entitled 'Reading Broadens our Knowledge' to urge students go to library, read and borrow books on a daily basis. As a result of the implemented action plan, the Arabic Language Achievement for 4th graders increased from to 79.4% in two months.