



## **LEARNING ENVIRONMENT: TECHNICAL SUPPORT PROGRAM**



### **Quarter 4, Year 1 and Annual Report FY 2010-11**

Contract No. AID-278-C-11-00001

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# **Learning Environment Technical Support Program (LETS)**

**Quarter 4 Report, FY 2010-2011  
Period covering: August 8th to September 30, 2011**

**Contract No. 278-A-00-09-00305-00**

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**Submitted to:**

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*Photo of Director, Teacher and Student at Jamil Shaker School, Amman: compliments of Jeff Coupe.*

## 1. Executive Summary

This report covers the period from August 8<sup>th</sup> to September 30<sup>th</sup>, 2011. This period marks the start-up of the Learning Environment: Technical Support Program. In this first period, a project start-up team from Creative Associates established operations in Amman in mid-August, with the support assistance offered by the USAID-funded ERSP project, also implemented by Creative Associates. Office space was identified on the 1<sup>st</sup> floor of the current building in which ERSP is also renting an office in Um Uthaina. Key personnel began work, and non-key staff were recruited. A partnership with Johns Hopkins University was finalized, while Creative's proposed partnership with CADER was placed on hold pending an assessment of their capacities, following an internal schism in July 2011 that led to the departure of a staff designated as the LETS School Projects Manager.

Technical implementation began with the orientation of LETS staff to concepts and ideas about the nature of the learning environment. Internal staff building was followed by LETS' introductions to USAID and to the Ministry of Education on September 15<sup>th</sup>, where the program was formally presented to H.E. Dr. Tayseer Al-Nahar Al-Noaimi. Formal introductions led to the organization of the first Technical Committee meeting chaired by Dr. Saleh Al-Khaleileh, Managing Director of General Education. At the end of September, the LETS Technical Committee was not yet formalized by the Minister, however, a planned October 1<sup>st</sup> Technical Committee Meeting will be attended by those named to the body. LETS Program began to work on the methodology of the General Survey Assessment, and have prepared a three-day LETS Implementation Planning Workshop, which will be held in October.

LETS is on track to meet its first deliverables – the General Survey Assessment, and the Five-Year Implementation Plan – on or about the dates of November 7<sup>th</sup> and October 7<sup>th</sup>, respectively. However, start-up and implementation have been hindered by a long post-Ramadan break, a September introduction to the Ministry of Education, and normal procedures associated with the formation of MOE technical committees. As the LETS design emphasizes participation, local ownership and Ministry leadership, the team has done its best to expedite implementation without compromising the goal of collaboration and teamwork with Ministry partners.

## 2. Acronyms

CADER	Change Agent for Arab Development and Education Reform
CEO	Chief Executive Officer
CMP	Community Mobilization Program
CSI	Continuous School Improvement
DCU	Development Coordination Unit
DGE	Directorate of General Education
DTQS	Directorate of Training, Qualifications and Supervision
EMIS	Education Management Information System
ERfKE II	Education Reform for the Knowledge Economy (Phase II Program)
ERSP	Education Reform Support Program
FD	Field Directorate
IR	Intermediate Result
IRD	International Relief and Development
JHU/CCP	Johns Hopkins University/Bloomberg School /Center for Communication Programs
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MT	Master Trainer
NCHRD	National Center for Human Resource Development
PD	Professional Development
QA	Quality Assurance
RtI	Response to Intervention
RHAS	Royal Health Awareness Society
SDIP	School and Directorate Improvement Program
SEL	Social and Emotional Learning
SEN	Special Education Needs
SIR	Sub-Intermediate Result
SOW	Scope of Work
SSME	School Snapshot of Management Effectiveness
SST	School Support Team
SWPBIS	School Wide Positive Behavior Interventions and Supports
TC	Technical Committee
TF	Task Force
UNICEF	United Nations Children's Fund

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## 4. Program Description and Goal

### A. Overview of the Program

#### Project Overview, Rationale and Strategy (include Results Framework schematic)

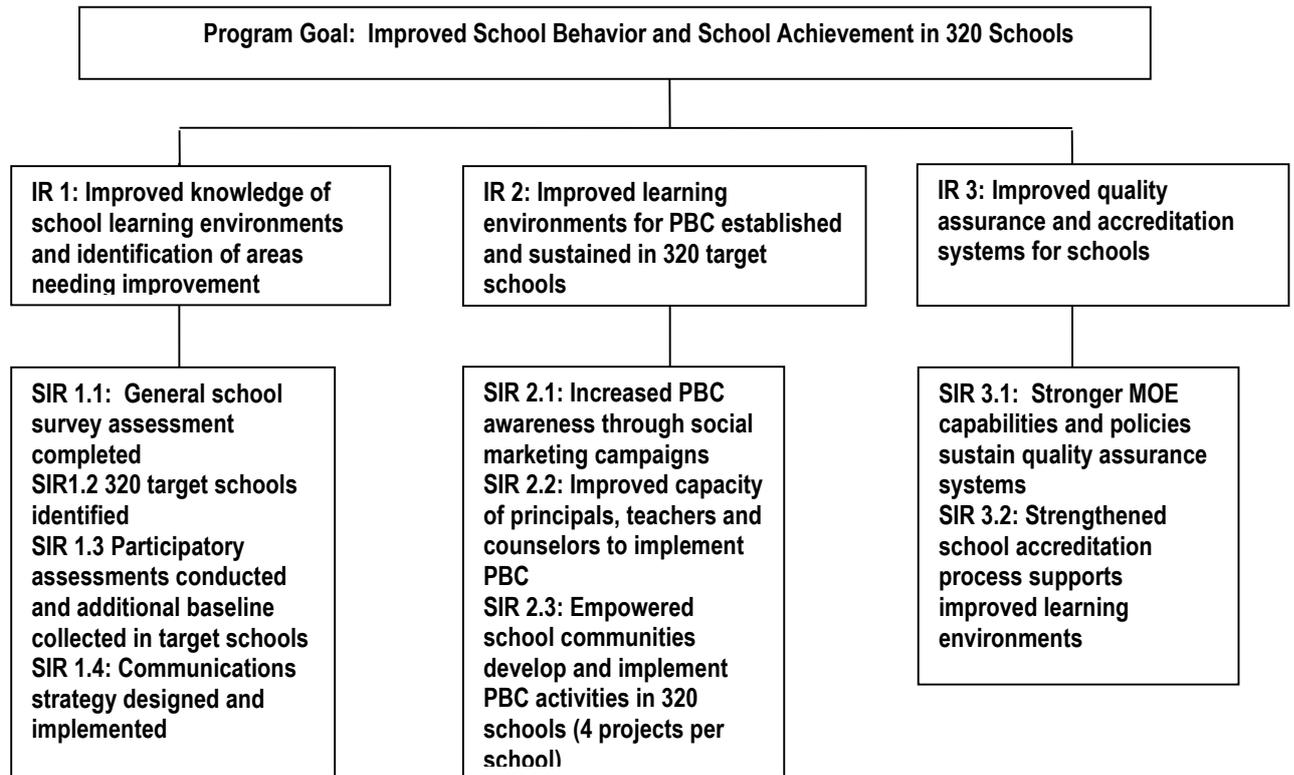
The Learning Environment: Technical Support Program (LETS) is a three-year, \$13.5 million dollar (US) initiative that assists the Ministry of Education to improve the learning environment in 320 schools. LETS began at the beginning of this reporting period, on August 8<sup>th</sup>, 2010 and is being executed by Creative and Johns Hopkins University. Local Jordanian partners are envisioned during the life of the project.

The rationale of LETS is three-fold:

- (a) Build awareness within school communities to support enabling environments that contribute to positive learning behaviors and school achievement, and reinforce positive change including reduced violence and bullying and increased healthy behaviors
- (b) Establish effective and sustainable communications channels within schools and with the community
- (c) Assist the Ministry of Education to develop a sustainable learning environment (LE) quality assurance and accreditation system

The strategy to be employed by the program is one of evidence-based interventions that engage school and community in a process of learning environment improvement. By using strategic communications for behavior change, coupled with training on behavioral interventions and supports, LETS will assist system actors to facilitate school-community based projects that strive towards raising quality of the learning environment towards standards. LETS anticipates that quality improvements will have a noticeable effect on classroom factors, student attitudes and behaviors, such that a noticeable increase in student achievement is obtained as a result. To this end, Component 1, Assessments, will be used to determine the status of learning environments in Jordan and baseline performance in 320 schools. Component 2 will raise awareness, build capacity, and facilitate improvements through whole-school interventions and projects taking place over a three-semester period. Component 3 will assist the MOE to develop operational and standards-based learning environment quality assurance and accreditation systems. Consequently, assessment, implementation and evaluation of learning environments becomes integral to the national system of education in Jordan.

## LETS Project Results Framework



### Progress toward results and activities undertaken

Technical progress has been made in preparation for the General Survey Assessment of Learning Environments (SIR1). A conceptual framework, model and tools for learning environment improvement have been developed by the LETS team, with initial thoughts shared with the Technical Committee chaired by the Ministry of Education. The team has also begun developing tools for Measuring Aspects of Learning Environmental Quality (Perceptions Data, Experiential Data, etc.) and a methodology for the General Survey Assessment (with measures including attendance, student achievement, student perceptions and attitudes towards the school, etc.) and sharing it with the LETS MOE Technical Committee.

The project is on track to meet the deadlines for the first two deliverables, the 5-year strategic plan and the General Survey Assessment of Learning Environments Report.

## ***B. Program Component Areas***

1. **Conducting Learning Environment Assessments:** in which a general survey assessment will describe the current situation of the learning environment in public schools and provide criteria for selection of 320 schools; establish baseline measures by conducting a school-specific assessment of the intervention schools; initiate a quasi-experimental design that enables impacts to be measured through the comparison of intervention and control schools; and the development of a strategic communications campaign that focuses attention on the messaging surrounding conducive learning environments for positive behavior change and better student achievement.

2. **Establishing Improved Learning Environments:** which entails raising awareness, building capacity in schools and communities for change initiatives developed and owned by school and community. The program will raise awareness through social marketing, build capacity through whole-school professional development, and support learning-environment-related school improvement initiatives through mentoring, coaching and small grants. Community-building activities combined with school positive behavior interventions and supports will be building blocks for behavior change and social-emotional learning among all students.
3. **Institutionalizing Improved Learning Environment:** through the development of quality assurance and accreditation standards and systems that provide conditions conducive to growth and development, while instituting results-oriented validation of improvement processes initiated by schools and communities. The component will build the capacity of an external accrediting body, and will provide for the operationalization of QA and accreditation systems in the 320 schools supported by the program.

### **C. Summary for the Quarter**

During the fourth quarter of FY 2010-11, LETS established presence in Jordan, and together with a team from Washington DC, undertook a relatively rapid start up. The initial introduction of the project to H.E. Dr. Tayseer Al-Nahar Al-Noaimi came after Ramadan. A LETS Technical Committee was then formed under the guidance of Managing Director for General Education, Dr. Saleh Al-Khaleileh. A formal and permanent committee has yet to be officially named by the Ministry of Education, but proposals have been drafted and presented to the Secretary General for review and approval.

#### Progress Achieved this Quarter

During the fourth quarter of FY 2010-11, the LETS program opened its offices in Amman. Staff arrived shortly after signing, and implementation of Component 1 began immediately. The management team put major procurements, including office furniture and renovation, IT equipment and vehicles, underway. After Ramadan the Ministry of Education assigned a tentative technical committee to work with the LETS team.

#### Challenges

The main challenge to rapid start-up was the Ramadan month, and the week of Eid holidays following Ramadan. Consequently, many staff began working for the project on or after September 5<sup>th</sup>, the end of the Eid holiday. Introductions to the Ministry of Education were subsequently delayed until the following week. Technical Committee formation did not begin until the mid-September. The timing affected the rate of hiring, the four-week notification period that new hires provided their current employers, the scheduling of Ministry introductions, and the opportunities for catching prospective suppliers of equipment, furniture, services, etc.

#### Actions to be taken

In the coming quarter, LETS will need to complete its hiring, complete the development of a first-year annual workplan and a 5-year strategic plan (together with the MOE), finish major office procurements and renovation, and complete the writing and dissemination of the General Survey Assessment Report.

## D. Summary of Project Year 1 (Aug-Sep 2011)

As this is the first quarter of the Jordan LETS contract, the following report meets both the Project's quarterly and annual reporting requirements.

### 5. Project Management and Start-Up Activities

The LETS contract period began on August 8th. A meeting between Creative Associates' Katherine Merseth and Jeffrey Coupe and USAID's Susan Ayari (Alternate COTR) and Nour Abu Al-Ragheb (COTR) took place that morning to discuss critical contractual deadlines, modes of communication and collaboration, as well as early implementation emphasis on the general survey assessment. While Mr. Coupe was undergoing COP Headquarters orientation, Creative deployed Ms. Sabina Henneberg on August 15th to begin assisting with start-up. Mr. Coupe arrived in-country on August 19th, and Ms. Zelma Harrison arrived on August 23rd. By Mr. Coupe's arrival, Creative had received a multitude of applications for LETS jobs posted, and all key personnel had been informed of Creative's award and contacted for meetings with Mr. Coupe. During the stays of Ms. Harrison and Ms. Henneberg, the LETS team met the Education Officer, Susan Ayari at USAID, along with Deputy Mission Director, Mr. Douglas Ball. USAID has already initiated LETS project registration. Also during their stays, the project opened a bank account, finalized recruiting for many non-key positions, located and leased an office space, and drafted early renovations plans for circulation to prospective bidders. While Finance Manager Samir Azzouka began work with the team in mid-August, most senior team members started work after the Eid holiday, on or near September 5th.

#### 1. Staffing and Hiring

The LETS Program staff expanded to 12 persons, eight of whom joined the program by the end of September/beginning of October.

**Table 1: LETS Program Staff**

Jeffrey Coupe	Chief of Party	August 8th, In-Country
Munif Abu Rish	Deputy Chief of Party	September 5, 2011
Samir Azzuka	Finance Manager	August 18, 2011
Basel al Ghawi	Accountant	October 16, 2011
Farah Mawla	Team Leader for Quality Assurance and Accreditation Team Leader	September 18, 2011
Wisam Qarqash	Social Marketing Specialist	September 18, 2011 (?)
Bilal Arab	Monitoring and Evaluation Program Officer	September 18, 2011 (?)
Maha Bseiso	Quality Assurance and Accreditation	October 11, 2011
Noura Dawani	Administrative Assistant	October 2, 2011
Jacqueline Salman	Operations and Administration Officer	November 1, 2011
Ali al Nsour	Driver/Logistics Assistant	October 2, 2011
Amer Zidan	Driver	October 2, 2011
TBD	Team Leader for School Projects	
TBD	M&E Director	

To be hired after Year 1	Grants Manager	
TBD	IT Administrator	
TBD	JHU Staff	

## 2. Procurement

Procurements of both goods and services have progressed since the start of the program in August. At this stage, all procurements have fallen within existing budget categories, and only non-restricted commodities have been purchased. It is anticipated that project vehicle purchases as well as office renovations and major office equipment will be initiated in early October as more staff come on board.

MATERIALS AND SERVICES	STATUS	SOURCE	PROCUREMENT MEANS
Leases: Office	Complete	RAK Properties	Market Scan
Water/Electricity	Complete	National Electric Company	Market Scan
Lease: CoP Residence	Complete	Private Owner	Market Scan
Banking Services	Complete	Jordanian Kuwaiti Bank	Creative Sub-Account
Office Furniture	Complete	Al-Shakah Trading Co.	Competitive Procurement
CoP Residential	Complete	Samsung, Zuhair, Midas	Competitive Procurement
IT Equipment	Tendering	First Tender: STS	Competitive Procurement
Employee Insurance	Complete	Al-Nisr Al-Arabi	Creative Sub-Account
Internet Service	Complete	Zain	Creative Sub-Account
Phone and Mobile Service	Complete	Orange	Creative Sub-Account
Vehicles	RFQ Review	CIC / Ford requested	000 Source and Origin, Competitive Procurement
Office Renovation	RFQ Review	Al-Haris Group requested	Limited Competitive Procurement
Phone Exchanges	Tendering	TBD	Competitive Procurement
Air Conditioning Installation	Tendering	TBD	Competitive Procurement
Security System – Office Entrance	Tendering	TBD	Competitive Procurement
Survey Scanning and Applications Software	Complete	Remark Office OMR, Computek Egypt	Gravic-Sole Source / Competitive Procurement of Hardware

## 3. Partnerships

Creative and Johns Hopkins University signed a Letter of Authorization by early September, and work began on the longer-term sub-agreement between the parties. The sub-contract is expected to be finalized by the first week of October, 2011.

The sub-contract with CADER has been delayed in order for Creative to conduct an assessment of CADER's current capabilities, in view of an internal rupture at the end of July, 2011. The LETS team met in August with CADER's new interim CEO, Mr. Adil Al-Anouti and with CADER senior staff members, who arranged interviews of the proposed replacement Team Leader for School Projects, Kawther Hourani, and proposed candidates for 20 field coach positions. These interviews took place during the weeks of September 19<sup>th</sup> and September 30<sup>th</sup>. Creative Contracts Director John Owens worked with LETS team to devise a strategy for moving forward, and USAID

provided guidance during meetings held among Jeff Coupe, Munif Abu Rish, Susan Ayari and Nour Abu Al-Ragheb. Assessment of capabilities will be filed within the next two weeks, to advance technical preparation.

#### **4. Introduction to the Ministry and the Formation of the Technical Advisory Committee**

The most important technical sequence of LETS' first month involved the introduction of the LETS team to the Ministry, the formation of the MOE technical committee, and the engagement of its task forces in both the technical work and in laying out the project's five year implementation plan by October 7<sup>th</sup>. The introduction to the Minister occurred on September 15<sup>th</sup>, the first Technical Committee meeting was held on September 23<sup>rd</sup>, and the LETS team worked closely with the Ministry during the week of September 25<sup>th</sup> on the approval of the committee membership and its task force structure. At the end of September, the final committee membership had not yet been announced, but the Ministry nonetheless called the second Technical Committee meeting on October 2<sup>nd</sup>.

**5. Ministry Requests.** During the period, the LETS program made the following requests to the Ministry:

- a. Access to Eduwave and EMIS data (granted on September 25<sup>th</sup>);
- b. Access to schools selected by LETS and named to the MOE prior to visiting (awaiting official response);
- c. Visits to four selected schools during the week of October 2<sup>nd</sup>-6<sup>th</sup>, to look at learning environments, collect school information, and explore possible assessment instruments (granted verbally on October 2<sup>nd</sup>);
- d. Implementation planning workshops during the October 4<sup>th</sup>-6<sup>th</sup> period (delayed);
- e. Meetings with DTQS and NCHRD about the possibility of using trained international examinations supervisors to administer surveys for the Learning Environment assessments (pending).

Formal responses have not been received in most cases, yet the MOE has provided verbal approvals to LETS, and has facilitated implementation, as they await the formal approval of the LETS Technical Committee.

#### **6. Implementation Plan and Workshop Preparations**

Upon arrival in Jordan, LETS discussed the possibility of holding participatory planning workshops with the Technical Committee during the week of October 2<sup>nd</sup>, with near-final drafts of the implementation plan filed with USAID by October 6<sup>th</sup>. In subsequent meetings with the Committee, however, the dates were delayed until October 25-26. In the interim, JHU and Creative are meeting together with staff to prepare for the implementation planning workshop, meet prospective partners and clarify aspects of the technical approach in light of actions and initiatives on the ground. The team has prepared implementation planning templates, a program/schedule, and presentations for the event. These are currently undergoing translation into Arabic.

#### **7. Other Implementation Tasks**

On Tuesday, September 26<sup>th</sup>, Munif Abu Rish and Jeff Coupe attended the USAID Education Partners meeting at IRD, where USAID presented its plans to conduct rapid assessments of early reading, early numeracy and school effectiveness in early 2012. All partners attended, and LETS was introduced to its colleagues in sister projects. USAID expressed its interest in having LETS present general assessment survey findings at the next quarterly event. LETS expressed its

willingness and desire to share results at Partner meetings and other venues that will be organized to disseminate assessment findings.

## **6. Program Component Activities and Progress**

The LETS team worked together from approximately September 5<sup>th</sup> through September 15-16<sup>th</sup> to develop a common, overarching conceptual framework of learning environments. LETS team members explored background documentation, working models for learning environmental improvement, cases of positive behavior change, and potential interventions that might make a difference in Jordanian student's lives. From September 16<sup>th</sup> through the end of the period, the LETS team explored more deeply various elements of the technical approach that had been previously introduced and discussed the implementation plans for the first year of the project and for the full five years. These exercises enabled LETS to obtain a common language and understanding of the importance of learning environment quality effects on student achievement and well-being.

### ***A. Component 1: Assessment***

#### **1. Objective 1.1 General Survey Assessment of Learning Environments**

Starting the week of September 18<sup>th</sup>, technical implementation of LETS focused on design and implementation of the General Survey Assessment of Learning Environment in Jordanian public schools. Creative engaged as Principal Investigator, Dr. Marian Robinson, with the involvement of Dr. Carol Underwood of Johns Hopkins University and coordinated by Sabina Henneberg from Creative Headquarters. Meetings and review of technical documents began in late August, with the fielding of Dr. Robinson as Principal Investigator on September 15, 2011. Her arrival in Jordan coincided with the start date of Bilal Arab, M&E officer for LETS. On September 7<sup>th</sup>, a first draft of the General Survey Assessment methodology was submitted to USAID for comment and review, with the understanding post-Ramadan that engaging the MoE in a participatory process of design was critical to its approval and implementation. Dr. Robinson has worked in-house on refining the methodology and members of the LETS team have begun identifying extant data at the MOE and within MOE's partner organizations.

During the week of September 24<sup>th</sup>, following the first Technical Committee meeting, the LETS team began contacting the MOE and organizations possessing data on aspects of the learning environment in Jordanian public schools. An official request was sent to the Ministry of Education for the following access to the EMIS and information stored on Eduwave ( Information was received during the week of September 24<sup>th</sup>);

On September 28<sup>th</sup>, the LETS team met with Joan Donaldson and Ziad Twissi of the SDIP, to explore collaboration. Ms Donaldson and Mr. Twissi explained the project, where it operates, and the types of refinements to the school development framework have been introduced since 2008. They noted that while data on behavior and community involvement – two domains central to LETS – this data is treated confidentially but can be accessed through the field directorates and schools, which will normally volunteer the information.

On September 29<sup>th</sup>, LETS met also with Ms. Maha Al-Homsi, Director of UNICEF's education programs, including the Ma'an (Together) Campaign against violence and bullying in schools. UNICEF has issued a recent report on the status of violence and bullying, whose findings suggest persistent physical and psychological abuse in schools. Ms. Al-Homsi agreed to provide

information on the prevalence of violence and bullying and its geographic distribution. Like Dr. Tayseer, she suggested that attention be paid to the social context of the school and its demographics. The meeting with UNICEF followed an earlier meeting with Fatima Al-Mughrabi, former director of the Ma'an Campaign. At that meeting in early September, Ms. Al-Mughrabi provided details on the operationalization of Ma'an, working through General Education and the Counseling Section of the MOE. She suggested that LETS consider integration into the Ma'an structure to conduct much of its work.

On September 26<sup>th</sup>, LETS Chief of Party and Deputy Chief of Party met with Inaam Barrishi, Director of the Royal Health Awareness Society (RHAS), and H.E. Dr. Tayseer Al-Nahar Al-Noaimi. The RHAS expressed its interest in serving as a partner on LETS as the accreditor of Learning Environments, expanding the number of chapters in its Healthy Schools framework to accommodate a broader vision of the learning environment.

Dr. Tayseer expressed his desire for LETS to finish its general survey assessment quickly, without substantive primary data collection, and to leverage secondary sources of information and Ministry data sets to finalize the selection criteria and school selection. To this end, LETS has worked on designing a limited, rapid assessments of schools, and proceeded in contacting partners for datasets prior to the formation of the Technical Committee and the Assessment Task Force (LETS Component 1).

## **COMPONENT 1: LEARNING ENVIRONMENT ASSESSMENT SUMMARY**

### Major Steps

- LETS presented overview documentation of the project to the Ministry of Education, including conceptual frameworks, draft tools, and a general mixed methodology.
- LETS received authorization to access MoE's secondary EMIS data sets, and to conduct limited pilot surveys in schools.
- LETS began general methodology design work, and filed draft methods based on conversations in Washington DC between Creative, Dr. Marian Robinson and Dr. Carol Underwood of JHU.

### Major Challenges

- Gaining concurrence on the assessment methodology- from who?
- Bringing the Technical Committee up to date on developments, thinking, and engaging them fully in the conceptual framework design and general methodology – in the absence of a formal, technical committee;
- Time and resources associated with secondary data gathering from diverse sources, with some sources (SDIP school self-assessments) at the directorate and school levels.
- Identifying trained enumerators (from NCHRD-related testing/examinations programs).

### Associated Actions

- LETS is developing a matrix of secondary sources against the conceptual framework
- LETS is contacting sources identified by the MoE to identify and refine school selection criteria.
- LETS is working with the NCHRD to identify and hire supervisors to administer the General Assessment Survey.

## ***B. Component 2: School Interventions***

No programmatic progress was made in this quarter, and Component 2 staff are engaged in General Assessment activities. Component 2 preparations during the period consisted of brainstorming possible activities and interventions that would enable learning environment improvements to demonstrate noticeable impacts on student learning and achievement. LETS also received from USAID a package of training materials around developing Safe Schools called “Doorways” (USAID-Yemen) and has begun initial brainstorming on incorporating the materials into the project.

### **COMPONENT 2: SCHOOL INTERVENTIONS SUMMARY**

#### Major Steps Achieved

- Staffing was completed by Johns Hopkins University, with near final selection
- An overview of Component 2, and an Activities Description was elaborated upon to be shared with the Technical Committee at the Implementation Planning Workshop (dates TBD)

## ***C. Component 3: Quality Assurance and Accreditation***

Although standards development may proceed following the identification of the Technical Committee membership, the Component 3 staff are primarily engaged in Component 1, General Survey Assessment activities at this time.

### **COMPONENT 3: QUALITY ASSURANCE AND ACCREDITATION OVERVIEW SUMMARY FOR Q4**

#### Major Steps of This Quarter

- RHAS and LETS dialogue was opened, brokered by the Minister of Education, H.E. Dr. Tayseer Al-Nahar Al-Noaimi.
- QA&A Team Leader Farah Mawla and M&E Officer Bilal Arab have opened discussions with the SDIP Project.
- DCU Executive Director has agreed to provide LETS with the infrastructure manual, and other standards documentation and frameworks used by the MOE. The current Technical Committee membership includes the QA directorate.

## ***D. Contracts, Finance and Implementation***

### **1. Guidance and Approvals**

1. LETS received approval to name Dr. Marian Robinson as a replacement to Dr. Karen Tietjen for M&E and Assessment-related technical assistance, particularly on the general and school-specific surveys.
2. LETS received COTR approval for the field visits and scopes of work for Zelma Harrison, Sabina Henneberg (2 trips), Marian Robinson, Amrita Gill-Bailey (Johns Hopkins), and Heather Simpson (Johns Hopkins).

3. LETS received official guidance from the USAID Contracting Office and COTR regarding the process and timeline for assessing the capabilities of CADER and for providing recommendations to USAID on its next steps
4. LETS received guidance on personal registration, procurement of vehicles (000 source and origin), justifications required for hiring local consultants whose rates exceed local ceilings, as well as overall guidance on coordination and communication with the COTR's office (re: weekly meetings, minutes, reporting, etc.)

USAID has tentatively scheduled a briefing on the LETS Contract with the Contracting Officer in October.

## 2. Quarterly and Annual Financial Report

In accordance with USAID, LETS submitted preliminary estimates of its accruals for August and September on September 24<sup>th</sup>. The estimates at that time were the following:

### Jordan LETS Budget Status as of September 2011

Obligation	Total Expenses and Projections at Sep '11	Obligated funds remaining	Remaining Balance in approved budget	Projections Year 1 remaining- (Oct '11-Aug 7 '12)	Projections Year 2 (Aug 9 '12-Aug 8 '13)	Projections Year 3 (Aug 9 '13-Aug 8 '14)	Total Approved Base Period Budget

## 7. Deliverable or Result Status for this Quarter

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	AP Target Date	Status	Deliverables
<b>Intermediate Result/Component 1: Conducting Learning Environment Assessments</b>					
<b>Sub-Intermediate Result/Sub-Component 1.1 General Survey Assessment of the Learning Environment</b>					
Collaborate with the Ministry on survey design and instruments	1. Technical Committee and Component Task Forces formed	Technical Committee Formally Named	Sept 1st	Technical committee named but not formally approved by MOE	Conceptual framework / Assessment methodology
	2. Conceptual framework of the learning environment established	Conceptual framework (Sept 11th)	Sept 7th	Conceptual framework discussed, 9/18 with MOE	
	3 General Survey Methodology established	General Assessment Survey Methodology (Sept 18th)	Sept. 7th 2011	Methodology paper shared with USAID, 9/7; launch of MOE dialogue, 9/25	
	4 Identification of extant secondary data sets and primary data needs	Secondary data sets used to create master spreadsheet of school-level data and criteria for selection	By Oct 7, 2011	In progress	
	5. Develop general survey assessment learning environment instruments where necessary	Set of learning environment survey tools	Oct 15, 2011	In Progress	Instruments finalized
Conduct survey	1 Instruments initially tested in 4 schools; results analyzed and compared with extant data to validate understanding of LEs	Four-school testing results analyzed	Oct 2010	In progress	Testing
	2 Instruments revised based on field testing and comparison with existing LE instrumentation	Instruments revised and approved		In progress	Revised instruments
	3 Train enumerators and secondary researchers in scanning existing data sets and in collecting limited primary data	Approximately 20 data collectors trained; rapid survey conducted in-house	Oct 2011	Design in progress	Enumerator training
	4 Enumerators conduct survey in limited numbers of schools; secondary researchers provide analysis of data to advance criteria selection	School data entered; all secondary databases compiled.	Oct-Nov 2011	Not started	Gen. Assess. Results / Report

<b>Task (activity cluster)</b>	<b>Activities (sub activities)</b>	<b>Intended Outputs/Outcomes</b>	<b>AP Target Date</b>	<b>Status</b>	<b>Deliverables</b>
Ministry presents survey findings in stakeholder workshops	1 Analysis of first descriptive results	Preliminary report with descriptive results filed (by November 7th)	Nov 2010	Not started	Preliminary report
	2 Publication of main report findings and recommendations for school selection	General Survey Assessment Report submitted for review	Nov 2010	Not started	
	3 General Survey Assessment results presented to MOE; communications plan is developed for dissemination	General Survey Assessment approved, along with dissemination strategy	Nov 2010	Not started	Final report
	4 Dissemination and feedback of General Survey Assessment results in stakeholder workshops	Stakeholder workshops completed; feedback obtained and discussed	Dec 2010	Not started	Dissemination strategy
	5 Stakeholder workshop to develop list of criteria for school selection	Workshop completed; Criteria established	Dec 2010	Not started	Report on dissemination

## 8. Project management

### A. Meetings with Stakeholders

Date	Participants and Meeting Topic
<b>LETS General:</b>	
	Fatima Al-Mughrabi, Save the Children with ERSP team to discuss organization of Maan Campaign, counseling, reports, evaluations.
	Meeting with H.E. Dr. Tayseer Al-Nahar Al-Noaimi in the presence of Ms. Susan Ayari.
	Madrasati meeting with ERSP team to discuss mutual interests and future cooperation with ERSP
	Meeting with CADER on assessment of CADER capabilities, with Mohammed, Lama Saqr and Bahieh Tamimi
	Meeting with CADER on assessment of CADER capabilities, and introduction to interim CEO, Adil Al-Anouti.
	Meeting with H.E. Dr. Tayseer Al-Nahar Al-Noaimi and Inam Barrishi of RHAS about collaboration and potential support of LETS for RHAS accreditation program
Same day	Brief Meetings with Dr. Saleh Al-Khaleileh and Ms. Firyal Aqel on the subject of formalizing the LETS Technical Committee; identifying resources and studies; fixing dates for a LETS implementation planning workshop
	Meeting of ASK, LETS and Creative's John Owens to hear presentation about ASK.
September 17	Meeting with the DCU to discuss LETS collaboration, communication and coordination with the DCU
September 30	Meeting with SDIP, Joan Donaldson and ZSeries of presentations given to USAID on each component area, with a special presentation also given specifically on MIS-Online
September 30	Meeting with Maha Al-Homsi and Jumana Haj Ahmad about the Maan (Together) Campaign, sources of data on violence and bullying, and prospective collaboration between UNICEF and LETS
<b>Ministry Technical Committee Meetings</b>	
Sept 17, 2011	First meeting of the LETS Technical Committee; Presentation of the project by the LETS Team, at the Ministry of Education
Sept 26, 2011	Second meeting of the LETS Technical Committee; Presentation of the General Survey Assessment, LE Framework, and Proposal for the Implementation Planning Workshop
<b>USAID Meetings</b>	
Aug 24, 2011	Introduction of LETS to Deputy Mission Director Douglas Ball; attended by DMG, USAID Education Team Leader Susan Ayari, LETS Project Director Katherine Merseth, LETS COP Jeff Coupe, and LETS project backstop Sabina Henneberg
Sept 26, 2011	USAID Education Partners Meeting at IRD; chaired by Susan Ayari and Nour Abu Al-Ragheb, covering USAID plans for EGRA, EGMA and SSME in 2011.

### B. Field Trips

Date	Details
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<b>Component 1: Assessments</b>	
	Initial contact made with several schools to explore possibilities of field testing survey instruments at the school. Names provided to MoE for approval.
September 30th	Initial contacts made with Jamil Shaker School to explore possibilities of field testing survey instruments at the school. Name provided to MoE for approval.

### ***C. Consultants and Home Office Support***

<b>Dates</b>	<b>Name of Consultant</b>	<b>Activity &amp; Deliverables</b>
<b>Component 1: General Survey Assessment of Schools</b>		
September 16- October 11, 2011	Dr. Marian Robinson	General Assessment of Schools: Conceptual Framework, Methodology, Instruments and Data Entry / Enumerator Training