



Jordan ER/KE Support Project

**Quarterly Report
January-March 2005**

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Background:

The ERFKE Support Project (ESP) began officially on July 1, 2004. It is a USAID funded project in support of Government of Jordan reforms in education. The project has been assigned for management to the Academy for Educational Development (AED) under the EQUIP 2 cooperative assistance mechanism. AED is implementing the project with the American Institutes for Research (AIR).

It is important to note that the project is to be managed in the most cooperative and collaborative way possible with the Government of Jordan and other parties e.g. the Development Coordination Unit of the MOE ERFKE project. ESP project personnel work through established Ministry of Education Offices and committees as well as through the ERFKE committee system and with the DCU office. The project is consistent in design with the Government of Jordan knowledge economy thrust, the ERFKE framework and management process, the behaviors and creative problem solving skills that the Ministry of Education wishes its young people, beginning in kindergarten, to develop, with activity based learning to reinforce knowledge by integrating it with practical experiences and with the interactive e-learning enhanced instruction that is being promoted.

The ERfKE Support Project is an integrated set of support and capacity building activities that support two major components of the Government of Jordan's (GoJ) ERfKE initiative:

1. **Improve and Expand Early Childhood Education:** The goal of this component is to improve the physical appearance and readiness of early childhood education (ECE) facilities; modernize and update the ECE curriculum; strengthen the skills of ECE professionals; and promote high quality ECE.
2. **Youth, Technology and Careers (YTC) :** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICTs) into teaching and learning in the MIS program; develop e-Learning curriculum elements¹ to support teaching

¹ e-Learning Curriculum Elements will consist of ICT-based learning modules covering select aspects of the MIS curriculum that will support the teaching and learning of the MIS content. These e-Learning modules will use a mix of technologies to accelerate learning, stimulate student critical thinking skills, and provide a consistent pedagogical approach and high quality instructional content for all teachers and students in the MIS program.

and learning; strengthen teacher training capacity for the MIS program; help train MIS teachers; and develop a pilot school to work (STW) transition program in grades 9 through 12.

This report is the third quarterly report for the ESP project. It covers the period from 1st January to March 31st, 2005.

Program Management and Administration:

Staffing: International.

Dr. William Darnell took over responsibility for the program as interim Chief of Party (COP) in January 2005. Subsequently, Dr Darnell was confirmed as the Chief of Party for ESP effective April 1st.

An extensive search for a Deputy Chief of Party (DCOP) was initiated in January 2005. Mr. Jeffrey Coupe was selected to be the DCOP effective April 20, 2005.

Staffing: National.

Ms. Taghreed abu Hamden was selected as the accreditation specialist for the Early Childhood Education component. She began work March 15, 2005

Ms. Fatima Mughrabi was selected as the new teacher training coordinator for the Youth Technology and Careers program. She will begin work at ESP in May 2005.

Recruitment was initiated through news paper advertisement for the positions of::

- School to Careers Manager
- Pilot Projects Coordinator for Discovery Schools

The search continues for a teacher trainer in the Early Childhood Component.

Terms of reference for a Monitoring and Evaluation Specialist are being prepared.

Consultancies

Mr. Eric Rusten visited Jordan twice during the quarter as Senior Technical Advisor for the Youth Technology and Careers component

Dr. Keith MacAllum & Dr. Catherine Oleksiw visited Jordan during the period January 30 – February 17, 2005 to assist the ESP team with preparation of a plan for implementing the STC program. This consultancy was in response to the decision by the Research Triangle Institute to withdraw from participation in ESP.

Mr. David Benedetti visited Jordan February 3-February 17 to assist the ESP team in preparation of the Work Plan for 2005.

Dr. Mona Habib arrived in Jordan for the period February 23-March 10 to work with the Ministry in training ECE supervisors and developing supervision tools.

Mr. Eric Rusten visited Jordan twice during the quarter as Senior Technical Advisor for the Youth Technology and Careers component

Facilities Location: During this quarter the ESP initiated a search for expanded office facilities. With present and expected staff increases in early to mid 2005, new office space has been identified at the Fifth Circle area of Amman. The office is expected to relocate to the new premises by mid-May.

Furnishings and office Equipment: Furnishings are adequate but still being improved. Vehicles, though in the country had not been delivered to the office by the end of the period covered by this report. With the increase in staffing, it is anticipated that the project will need to consider purchase of one or two additional vehicles soon. The project is currently relying on rental vehicles to provide supplementary transport. This is an expensive alternative.

Personnel Benefits and Obligations: Arrangements with staff and local government offices on social security, income tax and health insurance and continue to run smoothly. Policies and practices on human resource issues have been updated.

Project Coordination, Collaboration and Communications:

USAID and ESP Project team: The USAID CTO is Maha al-Shaer. Her primary point of contact is with the ESP COP on all matters concerning project implementation. The working relationship with USAID has been very positive during the past quarter.

With the Ministry of Education: All communication of the ESP project with the Minister of Education must include the USAID CTO or Director SSO. Communication with the Secretary General is to include the ESP COP. Once the Secretary General and/or the DCU are informed and approve an action, the ESP team can proceed to work with the concerned MOE officials.

Component I: Early Childhood Education

During the past quarter, the ECE team has made significant progress in the areas of teacher training and classroom refurbishment.

Summary of Significant Achievements in the last quarter

- Collected data from teacher needs assessment workshops to strengthen the ECE teacher training program as part of the ESP quality assurance activities (PMP indicator 4).
- The ECE team contributed to the monitoring and evaluation process of the National Curriculum.

- ECE Trainer of Trainers workshop completed and summary report delivered to MoE
- The four pilot kindergartens have received furniture and classroom materials; playground is installed; Renovations and furniture are completed. The kindergartens are ready for the inauguration which scheduled to take place on 8th of March, 2005.
- Integrated MOE, ESP, NCFA, and UNICEF early childhood work plan completed.
- The ECE accreditation specialist assumed her position with ESP/ECE.

Capacity building of ECE Teachers through Training:

During the first quarter of the year field studies were undertaken in thirty kindergarten classrooms with the intention of assessing teacher training needs. The assessment included group meetings with 225 teachers which identified areas of concern or interest for future workshop training. The results of the assessments were used in discussions with members of the Development Co-ordination Unit of the MoE in reviewing the needs of teachers and how they could be addressed in future teacher training workshops. At these meetings the results of previous teacher training initiatives were discussed. Trainers were provided with a complete set of training materials which would be used by trainees during the workshops and also in post workshop follow up. These included Personal data forms, trainer self assessment forms, teacher assessment of trainer forms amongst others. It was decided at the meeting that the 111 teachers which had been identified for the workshop would be trained regionally in eight centers throughout the country.

The workshops began on the 8th February simultaneously. One of the centers used was located in Aqaba and marks the first time that this Governorate of Jordan has had an on site training center

In these regional workshops the teachers received 42 hours of training, 4 hours per day. As previously decided, during the earlier planning meeting, this training reflected the needs as identified in the assessment of teachers in the various kindergartens focusing on core areas within the National Curriculum. ESP/ECE field staff has been following up on the training through continuous field site visits. ECE/MOE supervisors also attended the training to enable them to carryout further training initiatives in the future.

Dr. Mona Habib, from American Institute for Research (AIR), arrived in Jordan for a three week consultancy to assist ECE staff to improve the MoE teacher training capacity for ECE teachers and supervisors. She visited several training sites with the ESP staff. She also visited schools in several areas of the country including; Mafrak, Irbid, Salt and Jerash.

The ESP/ECE team completed a needs assessment workshop for the MoE ECE supervisors at the beginning of the year. Supervisor needs were assessed through small group activities and discussion and by completion of needs assessment questionnaires. The information gathered was used as a basis for planning supervisor training workshops. The workshops took place in mid March, over 5 days.

During the workshops supervisors were provided with information about the national developmental standards. The standards were used in the workshops to develop kindergarten objectives. Standards were then used to develop kindergarten supervisory forms to be used by the supervisors while contributing to the formative evaluation of kindergarten teachers. Several forms were developed; principal interview, teacher interview, classroom resources, instruction in KG classrooms, student engagement in learning tasks.

Refurbishment of ECE Classrooms:

The four Kindergartens identified as the pilot for the refurbishment of 100 kindergartens throughout Jordan were completed at the beginning of March. The Refurbishment had begun on the 30th December. All classroom materials have been delivered together with the outdoor play facilities. All equipment is now being used by children in these kindergartens.

The official opening was originally planned to take place at the end of March however this has been moved to 8th May. Of the four kindergartens completed within the pilot program, Manshiet Hisban School was chosen as the site for the inauguration by Queen Rania. This decision was based on the capacity of the building. Manshiet Hisban School has a large auditorium and wider than average corridors. The pilot kindergarten is ready for the inauguration. The ESP Program is also in the process of preparation of all necessary items for the inauguration, including the idea of a promotional video for the opening and information leaflets.

During the first months of the year several visits have been made to the four refurbished kindergartens to support the teachers in the optimal use of the new facilities. This included assisting teachers in the organization of the classroom and the location of learning materials.

The pilot program has helped to inform revision of the furniture needs of the other 96 kindergartens and has lead to a new set of criteria for the amount of furniture each new kindergarten will require. Engineers have also assessed the kindergartens which have yet to be refurbished and have broken the 96 down into clusters which will be refurbished one cluster at a time between March and the end of May.

In collaboration with the local stakeholders, the ECE team developed a literacy resource center proposal and delivered it to the MoE at the end of March. The proposal identified target groups who would benefit from the services offered by the proposed centers and the role of the stakeholders. The proposal also went into detail with regard to project phases, materials and services to be provided, success indicators and unit cost.

Enhancing the National Interactive ECE Curriculum

In January the Higher Committee for Monitoring and Evaluation of the National Curriculum, including ESP staff, met with His Excellency the Secretary General. to layout a Monitoring and Evaluation plan. ESP staff will take part in developing

curriculum evaluation instruments and take a leading role in training MOE trainers to collect Monitoring and Evaluation data.

ESP staff developed a curriculum assessment form as a response to the collaborative work between representatives of the MoE, National Council for Family Affairs (NCFA), Modern Montessori School (MMS) and ESP/ECE, This form will be used by 50 kindergarten teachers to assess the content and applicability of the National Curriculum within their work. The assessment form covers the Teacher Guidebook, Teacher Activity Book, Children's' Activity Book. The form was presented to the MoE by the committee chairperson and is awaiting approval for implementation.

Assisting MoE to develop a Kindergarten Accreditation Framework

An Accreditation Specialist has been identified and hired by the program and began her work around the middle of March. The main role of the Accreditation Specialist is to review local and international licensing and accreditation documents. Part of this role will involve field visits to more than 20 Kindergartens around the kingdom.

Increasing Parental Awareness

Parent needs assessment questionnaire draft developed for review by the MOE. This survey tool will be used to gain information from parents on the child rearing needs and to link families to kindergarten classrooms. ESP is currently exploring ways to collaborate with local organization to carry out this activity. The planned launch for this has been scheduled for 2006.

Actions Set Against Achievements (Planned for January to March, 2005)

Teacher Training:

Conduct ECE Teacher Training Program in February.

Status: Completed

Conduct ECE Supervisor Training in February.

Status: Completed

ECE Classroom Renovations

Complete refurbishment and renovations in four pilot classrooms.

Status: Completed

Inauguration of four pilot schools in March.

Status: Now to be inaugurated by Her Majesty Queen Rania on the 8th May 2005

Development of plan for completion of the additional 96 classrooms.
Status: The refurbishment planning has seen the kindergarten classrooms separated into clusters for staggered implementation.

Initiation of procurement for renovation of remaining classrooms.
Status: Process is ongoing

Locate and finalize 20 resource Centers for renovation.
Status: Proposal has been finalized for concept of certification of resource centers with stake holders. Process for assisting two pilot areas is on schedule. Locations for these first two centers has been identified as Amman and Madaba

Begin procurement for 20 Resource Centers.
Status: Process is ongoing

Accreditation

Initiate and complete literature review of best practices in accreditation.
Status: Process is ongoing

Establish an Accreditation Board
Status: This is now planned for the next quarter of 2005

Begin drafting the Accreditation Framework.
Status: This is now planned for the next quarter of 2005

Parental and Community Awareness Activity

Conduct parental needs assessment.
Status: Put on hold till 2006 by MoE

Analyze and report data.
Status: Put on hold till 2006 by MoE

Begin Development of Community Awareness materials
Status: Put on hold till 2006 by MoE

Summary of planned activities for next quarterly period (April-June 2005)

Objective 1: Capacity Building of ECE Teachers through Training

Supervisors' follow-up workshop

1. Meeting with supervisors collecting their feedback on the pilot use of supervision forms.
2. Modify forms according to the pilot results

Objective 2: Renovating and Furnishing ECE Facilities

1. Identify 2 pilot resource centers
2. Renovate two centers
3. Renovate and furnish 10 classrooms and playground area in clusters 1 & 2.
4. Site assessment for clusters 3 and 4 (10 classrooms)

Objective 3: Enhancing the National Interactive ECE Curriculum

1. Planning for second phase of curriculum evaluation
2. Workshop for kindergartens' teachers to improve the national curriculum

Objective 4: Assist MoE to Develop a Kindergarten Accreditation Framework

1. Assess the local documents regarding the accreditation
2. Assess international literature on accreditation
3. Establish Accreditation Advisory Board
4. Begin the establishment of the accreditation framework

Objective 5: Increasing Parental Awareness

No activities under this objective will be undertaken in 2005

Component II: Youth, Technology, and Careers (YTC)

Summary of Significant Achievements in the last quarter

- 68 e-learning modules identified and agreed upon by the e-Learning Working Group.
- 6 selected e-learning companies presented a demonstration for e-MIS based on a scenario prepared by the YTC team
- 12 MIS textbooks mapped and integrated themes and sub-themes developed as the foundation of the project based learning.
- 18 Communities of practice centers of training identified and master trainers and supervisors selected.
- Need assessment questionnaire developed and finalized for MIS teachers, principals, parents and students to be distributed in the 18 training centers
- Technology committee for the discovery schools assigned and a vision for technology in the school has been developed.
- Technology mapped per floor in each of the discovery school based on the recommendations of the technology committee
- Technology committee formulated in three COW schools and a vision for the COW use in schools has been developed.
- STC internships carried out for teachers in the north.

- ICT national survey has been finalized by the National Center for Human Resource Development and is being reviewed by AED
- Intel/AED agreement launched at the Ministry of Education to partner in the COW program

Objective One: Enhancing Management of Information Stream (MIS) Curriculum

The Ministry of Education's (MoE's) Management of Information (MI) Stream is a new field of study for high school students initiated as part of Ministry's vision of preparing youth for work in Jordan's emerging knowledge economy. This vision seeks to ensure that graduates from secondary schools have marketable skills for work in Jordan's growing information technology sector and other areas of the economy requiring use of ICTs. The new MI Stream is being implemented in grades 11 and 12 and replaces the Commercial Education stream that was part of Jordan's vocational education program. The MIS stream requires students to take three core courses: Computerized Accounting; Management of Information Systems; and Basics of Management. Student can also select from three elective courses: Computer Programming, E-Commerce, and Business Statistics.

The current grade 11 and 12 MI Stream curriculum consists of six textbooks, one for each subject, used by teachers and students. A teachers' guide and a curriculum guide have not been developed.

The textbooks were hurriedly developed as an interim solution for launching the new stream. MoE staff are now working to develop a comprehensive curriculum as part of ERfKE. The textbooks are also being reviewed against ERfKE's goals and being rewritten. Staff from the Youth Technology and Careers (YTC) component of the USAID-Jordan-funded ERfKE Support Project (ESP) are working with MoE staff to enhance the MI Stream curriculum, develop e-Learning modules, and train MI Stream teachers to improve the teaching and learning of the six MI Stream subjects.

An important part of the enhancement process is a structured review of the MI Stream's curriculum strands. This assessment process is helping the MI Stream textbook authors produce textbooks that comply with ERfKE's goals. The MIS² team is also focusing on enhancing the curriculum so that the benefits from project-based student-centered learning, critical thinking, active problem solving and the building of practical skills are not just theoretical but have practical application. This focus on active learning strategies will contribute to improving the teaching and learning process. This process of building the capacity of the text book authors and the MoE's curriculum team is a critical part of the process of developing the e-learning modules to enhance the teaching and learning of the six MI Stream subjects.

Introduce Project Based Learning Approach- theme integration:

The development of the textbook enhancement framework along with the extraction of the content strands by the subject matter experts and the curriculum division contributed

² The MIS team is comprised of staff from the MoE, teachers, professors and MoE consultants and EPS/YTC staff.

to efforts by the YTC and CD teams to identify common themes on which project based learning approach and e-Learning modules could be developed. In the workshop, carried out by the YTC team, six main integration themes were identified for the six textbooks including: basic concepts, planning, organization, communication, control and decision making.

Twenty MIS textbook authors mapped the strands for the six MIS subjects and aligned the strands in a scope and sequence chart that highlights potential integration between these subjects.

These themes, along with more effective textbooks will assist efforts to build the capacity among MIS teachers to adopt more student centered approaches in their teaching.

Strategy for implementation of transition from VB6 to VB.net in the computer programming course of the MIS curriculum:

One of the main issues that were raised was the computer programming language that will be used in the new MIS textbook. Computer programming is one of the 3 elective courses in the MIS stream. The programming language currently used in this course is Microsoft's Visual Basic 6.0. Microsoft has dropped VB 6.0 (VB6) and introduced Visual Basic.Net (VB.Net). Most software programming companies and programmers have switched from VB6 to VB.Net.

Staff at the Ministry of Education working to support the Ministry's MIS program have been discussing whether the Ministry should also switch from teaching VB6 to VB.Net.

Teachers in the field have encountered difficulties understanding the VB6 program and were concerned that having begun VB6 they may be asked to learn VB.Net. ESP/YTC team facilitated a meeting with the DCU and an ICT specialist at the MOE to evaluate which programming language, VB.Net or VB6, would be best for the Management of Information (MI) Stream Curriculum. A draft strategy to enable the MoE to transition from VB6 to VB.Net was developed and submitted as a draft report to the DCU/MOE. The Secretary General asked the DCU to hold a meeting with staff from the USAID-funded ERfKE Support Project (ESP) to discuss this topic and present a brief report with recommendations. Subsequently a meeting was held with the Secretary General and education officials to discuss the proposed strategy for transition from VB6 to VB.Net. The transition strategy was approved on January 27, 2005.

Develop e-learning modules for the MIS textbooks:

MI Stream Integrated the e-Learning Program, referred to as *MIS-Online*, This is a set of e-Learning enhancement modules that will be developed to enhance the teaching and learning of the six MI Stream courses. MIS-Online will be integrated within the Ministry's overall MI Stream curriculum. MIS-Online will be use by all Jordanian students ages in grades 11 and 12 who are enrolled in the MI Stream. Presently, about 200 public schools offer the MI Stream curriculum and this number is expected to increase over time. Some private schools also offer the MI Stream curriculum and will

be given the option of accessing the MIS-Online modules.³ This program will supplement the Ministry's existing MIS curricula, textbooks and other teacher resources. It is intended that MIS-Online will support teachers' efforts to improve the teaching of MI Stream subjects and students' effort to successfully engage in MI Stream courses.

Each MIS-Online module will be designed around the project based learning (PBL) approach. Each module will guide the student through the process of carrying out a learning project that demonstrates student knowledge and skills needed to accomplish the specified tasks.

The design of the MIS-Online system and individual modules will be a collaborative process involving three main groups:

1. the e-LWG (e-Learning Working Group) including a team from the Curriculum Directorate of the Ministry of Education;
2. the ESP/YTC team; and
3. The design/development team from the selected company will build modules and deploy the MIS-Online learning system.

On the February 13th an E-Learning Working Group meeting was conducted, the content specialists Dr. Walid Salameh and Dr. Ghassan Otaibi revised the six crosscutting integration themes for e-Learning which including basic concepts, planning, organizing, communication, leadership and control. Building on the integration themes previously identified several workshops were conducted with authors of the six MIS textbooks and the e-LWG.

The e-Learning Working Group held several meetings to discuss the main integration themes for MIS and to devise a plan to prepare the scope and sequence chart for MIS content that would be used in the MIS e-Learning modules

Results from this workshop show that there was limited horizontal links between the six MIS subjects.

The MIS curriculum consultant recommended that this problem could possibly be address within the e-Learning modules since the textbooks are now finalized. The teachers' guides could also help address this problem.

Two recommendations came from the workshops:

- To create a simulated e-commerce environment for students through which they can populate an e-commerce transaction system using software installed on the school's server.
- It was recommended to create a management of information knowledge system that students could use to store information that would be used to simulate MIS decision making processes. This would help students understand difficult concepts. .

³ The ESP will not provide support to private schools seeking to use the MIS-Online modules. All costs related to using these modules or for preparing private school teachers to integrate these modules into their programs must be covered by the private schools.

The e-Learning Working Group (e-LWG) conducted a meeting to review and approve the 68 suggested modules that were defined during an earlier workshop.

Seven e-learning companies were contacted and they were invited to a meeting to explain the e-Learning program. A scenario based on three different companies (large, medium, and small) was prepared by the YTC team to introduction to MIS e-learning program. The companies prepared a demonstration module based on this scenario that would introduce the MIS e-Learning program. These modules were received and a technical evaluation sheet was prepared. This process is part of the longer-term capacity building activity at the MOE's Curriculum Directorate.

The demonstration modules will also be used as part of the process to prepare an RFQ for the production of the modules and to select one or more Jordanian companies to carry out this work.

Six Jordanian e-Learning Companies presented their introductory demonstration modules for the MIS e-Learning modules along with their corporate profiles as part of the selection process for a partner company to produce the e-learning modules for MIS.

ESP/YTC Prepared and presented a paper for the World Bank on the development of the MIS curriculum and e-learning program.

Objective Two–Strengthen MoE's training program for MIS educators

A Community of Practitioners CP approach:

This teacher professional development program will go beyond the traditional cascading design to build a community of MI Stream educators who will be empowered to take on greater responsibilities for building the capacity of their peers. This will ensure that the new skills obtained by the teachers are sustained and continuously strengthened. Through this process Master Teachers will facilitate and reinforce the knowledge of the MIS modules, teaching and training skills by managing an on-line program where teachers exchange experiences and share teaching materials they create to enhance learning.

The concept of an MIS “Community of Practitioners” was introduced to the head of training at the MoE as a way of increasing the impact of teacher training programs and enabling on-going professional development for teachers. The training sites used during the Emergency Teacher Training (ETT) with one additional site were proposed as places where MIS teachers could be organized into a Community of Practitioners (CP). All 12 CP locations will be linked via an electronic network. The 12 MIS supervisors were selected to participate in the CPs along with twelve MIS teachers identified as being Master Teachers and who participated in the ETT, these teachers will also be part of the MIS teacher's network.

These core members, with support from ESP/YTC and the MoE will have the responsibility of facilitating CP activities. A workshop was conducted on 24th March to introduce the vision of the MIS Community of Practitioners to this core group. The YTC

team with MoE staff introduced the following programs to the supervisors: MIS e-learning, COW and Discovery schools, Student Support Technician and e-portfolios of achievement.

Each supervisor and teacher reviewed the assigned centers and was asked to identify the schools in their region offering the MIS program. Upon their recommendations the numbers of training sites were increased to 18 so that each would have no more than 15 MIS Schools linked to each site. During the workshop, a proposed need assessment questionnaire for teachers, principals, supervisors and students was reviewed by the core practitioner's team and finalized.

The MIS school, class, student and teacher observation checklist were also reviewed by the core practitioner's team. These will also be used to help establish standards for the MIS education and for quality assurance.

Training on the use of ICT in education:

The evaluation of the Emergency Teacher Training program and several field surveys at public schools show that teachers are undergoing intensive teacher training programs learning how to use computers, Internet and ICT's to improve teaching and learning.⁴ During the ETT and the school visits, teachers expressed concern that the workshops resulted in a very heavy workload and this was having a negative impact on their performance in the classroom. Women teachers also explained that the timing of these training programs favored participation by men since many women teachers are unable to stay at school after hours for training and childcare is rarely provided during weekend training activities. One of the most important concerns about training activities expressed by teachers is that after all the training; the teachers find that they are not able to integrate effectively what they have learned into the teaching of their specific subjects. As a result, much of the training is not applied to improve classroom teaching and learning. In response to this need, the ESP/YTC team proposed to assist the Ministry of Education in developing a concept paper for a comprehensive and integrated teacher training program that would be designed to integrate ICTs into routine teaching.

During a meeting with the Minister of Education and the General Secretary, ESP/YTC staff proposed to develop a concept paper for a teacher training approach that would integrate ICT and pedagogical skills training offered by others (Intel, World Links and EduWave), with subject-specific training. This training approach would enable teachers to learn how to design and implement lessons in their classrooms that integrate ICTs into subjects to improve teaching and learning.

Discussions on developing an integrated framework for ICT technology training for teachers were held with the head of the MoE's training division Mr. Ayasra. A power point presentation will be developed for the Secretary General to introduce the idea.

⁴ These training programs include: the ICDL training which has been required by the MoE for all teachers, Intel's Teach to the Future program, the World Links Technology Training Program for Educators, ITG's EduWave training and JEI's introductory computer training.

ESP/YTC Prepared a concept paper for the World Bank on developing a “comprehensive ICT in education training program” and the piloting of the program in six ESP/YTC technology schools.

Objective Three–Assist the MoE in developing an accreditation system for MIS

During the recent World Bank meeting, several issues were raised about accreditation initiatives at the Ministry of Education. One concerned the MoE’s decentralization effort and the importance of linking accreditation to this effort. ESP/YTC decided, in collaboration with MoE, to refer to MIS accreditation as assisting in developing MIS standards and creating a framework for quality assurance. This will be part of the larger Ministry accreditation strategy.

Objective Four– Implement School-to-Career Transition Pilot

The ESP/YTC is piloting a School-to-Careers (STC) initiative as part of ESP’s Youth, Technology and Career (YTC) component. The STC pilot is being planned and carried out in collaboration with the MoE staff, schools, local NGOs and businesses in the community.

Preparation for the supply side : The STC/YTC team has been working in coordination with the DCU and the MoE, to organize teachers internships in different sectors regionally based.

Internships were organized by the YTC/STC team in order to link the supply side with the demand side. The internships took place between the 29th January and the 2nd February, 2005. These consisted of 13 teachers interned at 5 companies in different regions of Jordan. The teachers came from wide educational background and included both male and female staff.

The Internees were introduced to real life experiences related to the use of technology in work environment.

Due to logistic and communication problems, the internship for the teachers in the North was delayed. The internships took place between the 14th and the 17th March, 2005. 16 teachers interned at 3 companies in Irbid, the North region of Jordan. All internships took place at different companies and factories at the Qualified Industrial Zone- Irbid. The companies were; Century Wear- cloths manufacturer, Century Electronics- manufactures for Motorola and the Arab Industrial Engineering Company (AIEC). Again the teachers came from a wide educational background with both male and female teachers participating.

Agreements with local organizations : ESP is establishing partnerships with local organizations such as INJAZ, INT@J and YEA to implement different elements of the STC pilot project.

ICT demand survey

The second draft of the ICT demand survey carried out by the National Center for Human Resources Development has been finalized. The study is being evaluated by a team of consultants in the main office at AED in Washington D.C.

Objective Five–Test innovative approaches for using ICTs to enhance teaching and learning

The YTC team in collaboration with the ICT department at the MoE will carry out several interrelated pilot projects and enhancement activities to help the Ministry test alternative approaches to integrating the use of computer technologies into education. These pilot projects will be a collaboration between MoE and Jordan Education Initiative (JEI). An important element of each pilot project is to develop a strong sense of local ownership by school educators, teachers and principals, students and members of the local community. The immediate success and long-term sustainability of the different pilot projects and ERfKE itself will depend largely on the ability and commitment of principals, teachers and students to integrate the use of computer technologies into routine teaching and learning. *Ultimately, it is up to teachers to make effective use the computer technologies in their schools and classrooms.* An important part of this process is establishing a Technology Committee at each school and then working with this committee to develop a locally appropriate technology plan linking the ERfKE vision with local realities. Local ownership for the pilots will enable the school and community to take responsibility for ensuring that these expensive resources are enhancing education.

The ERfKE Support Project, in collaboration with the MoE and others, is designing and implementing the following, three initial pilot projects:

- Computers-on- Wheels (COW) Pilot;
- Student Support Technician (SST) Pilot; and
- The Discovery School (DS) Pilot.

Computer on Wheels (COW) Pilot Activity:

Talks have been initiated with Earth walk, a company located in Manassas, VA. They have developed some very good technologies to make mobile computer carts and effective and affordable technology for schools in the US and around the world. They also have found solutions too many of the electrical problems that we may face in Jordan. As a result of these initial discussions agreement between the ESP/YTC team, Maani ventures and Earth Walk to create a hybrid COW cart is in progress.

Several workshops have been conducted at the three pilot COW schools; Bushra in Irbid, Balqa school in Salt and Al Hassan school in Karak. The forth COW will be in a "discovery school" though which particular school has yet to be identified.

The Discovery School Pilot Activity:

The ESP/YTC team, in collaboration with the MoE/ICT department and staff from JEI, selected Al-Khansa girls' school and Ahmad Toukan comprehensive secondary boys' school for the ESP/Discovery School pilot project. A technology committee was established in both the Khansa'a girls school and the Ahmad Toukan boys schools.

During visits to these two schools to discuss the pilot activity and assess the schools' infrastructure, teachers and principals raised several concerns and difficulties they are facing with using ICTs in their schools. Many concerns were also raised about the newly initiated MI Stream. Student enrolment in the MI Stream in both schools is much higher than expected, and enrolment in MIS is expected to grow over the next few years. After initiating this stream, the schools faced many challenges related to the curriculum, teachers' skills to teach the new courses, and with applying MoE regulations and procedures related to integrating ICTs into education. In response to the concerns and questions raised by these teachers and principals, the ESP/YTC team, in collaboration with ICT staff at the MoE, proposed to raise all concerns and challenges to the minister of education in order to take into consideration some of the issues discussed.

The project team is waiting for the waiver to initiate the training program.

Student Support Technician (SST) Pilot Activity:

In partnership with Microsoft, the ESP is in the process of carrying out the SST pilot. During the last quarter, Microsoft and YTC staff refined the design of the pilot. Under this pilot activity, teams of up to 12 youth in grades 9 and 11 will be selected along with one or two teachers who will act as SST Champions. The teachers and students will receive basic technical support training and gain skills in accessing and using the Microsoft/MoE Help Desk System at the Queen Rania Center. This pilot is designed to be self-sustaining by having the teams of youth when they are in grades 11 and 12 respectively train new teams in grades 9 and 10.

Meetings with Microsoft coordinator Mr. Mohammad Hilal to initiate the project were conducted and the program will begin as soon as the equipment is deployed in the technology schools.

Procure equipment for the Discovery School Pilot

The specifications for the equipment were agreed upon with JEI and the bidding process is in progress in the main office at Washington D.C.

Queen Rania Center Improvement:

Several meetings were set with the concerned stakeholders from the Ministry of Education, JEI and Microsoft representative with regards to prep the Terms of Reference for the recruitment of an international consultant to assess the Queen Rania Center. The TOR has been finalized for consultant Jesse Rodriguez and he will begin work in April.

Web progress for the period January – March 2005:

During this period some minor changes had to be made to the website in particular its design to make it more user-friendly. This is all part of the work of finalizing the design of the website (all the levels). The finalizing of the website design has enabled the uploading of pictures and documentary contents thus allowing program staff to incorporate fact sheets and other news items about the ongoing work of the program. The design of the site has also involved the creation of empty pages for the content authors to be able to publish directly to the web.

Finally the website pages have been connected one to another to allow for ease of browsing and site continuity.

The current website URL is: <http://www.esp-jordan.org/draft11>

Activities behind Schedule

- E-portfolio pilot is slightly behind schedule. However, e-learning will be accelerated in next quarter and the expected results for the year should be met.
- Accreditation objective as it has been reviewed to become standards and quality assurance for the MIS stream

Problems Encountered, Solutions Proposed

Delay in preparation of RFP from the main office in Washington due to higher than expected work commitments during this period.

Actions Planned against Achievements for January to March, 2005

Enhancement of ICT Curriculum

Complete revision of MIS textbooks to ensure compliance with ERfKE goals and objectives.

Status: Completed

E-Learning Modules

Prepare and send out RFPs for E-learning module development.

Status: Work in Progress

Begin development of the first two e-learning modules.

Status: Reliant on fulfillment of above RFP

Identify four subsequent modules to be completed.

Status: Reliant on fulfillment of above RFP

JEI Schools Pilot Project

Complete procurement of equipment for the two JEI schools.

Status: Delay in issuance of waiver entailed a second round of bidding after initial bids were no longer current

Develop and implement teacher training for the pilot activity.

Status: Work has commenced with initial vision agreed upon and technology committee for each school has been identified

Identify a local organization to conduct pre and post assessment/evaluation of methodologies.

Status: In Progress

Computer on Wheels

Design and fabricate COWS

Status: Work in Progress with Earth walk and Manni Co's.

Implement COWS in one school

Status: Training in progress

Teacher Training

Hire a Senior Teacher Training Specialist

Status: Senior Teacher Training Specialist has been identified and will start in April.

Design institutional plan for MIS teacher training with objective of having a draft framework completed by the end of the next quarter.

Status: Institutional plan completed draft framework being developed.

Design and implement the needs assessment to determine prospect of developing a virtual community for teachers.

Status: Completed

Based on results of assessment, begin development of the content for the virtual community.

Status: Delayed, awaiting assignment and recruitment of Coordinator

Conduct a needs assessment workshop for Principals

Status: In Progress

Conduct an informational workshop for the MoE that leads to the development of an incentive plan for the training activity

Status: Completed

New Initiatives

Conduct and finalize the IT Sector Demand Study. Phase I completed by March 2005.

Phase two initiated during the next quarter.

Status:Completed

Accreditation

Recruit and hire a YTC accreditation coordinator

Status: Debate about position has caused delay.

Conduct a literature review of best practices.

Status: Delayed due to above discussion.

Summary of planned activities for next quarterly period (April-June 2005)

Plans for the next quarterly

- Select company to carry out the e-learning program for the MIS
- Work with MoE and IT company to Interview SME to write e-learning scenarios of the integration sub-themes
- Deploy technology in two discovery schools
- Train teachers on the use of technology in the classrooms in the two discovery schools
- First cow introduced to the discovery school
- Needs assessment questionnaire analyzed and a training plan for MIS developed
- Teacher guide development training conducted for the MIS curriculum enhancement team
- Initiate a plan for the SST program in the six technology schools