

Education Reform Support Program (ERSP)
Quarterly Report
October 1, 2009 to December 31, 2009



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U.S. Agency for International Development/Jordan
Nour Abu Al-Ragheb, AOTR
Amman, Jordan

Submitted by:

Creative Associates International, Inc.
Jordan Office
38 Sulayman Al-Hadeedi St., Un Uthaina
Amman, Jordan

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Executive summary

This is the second quarterly report of ERSP. It covers the period between October 1, 2009 and December 31, 2009.

Relationship building with the Ministry was a priority focus this quarter. In support of this ERSP hosted a Team-building workshop in Aqaba. While workshop evaluation scores were high, the more significant output of this workshop was observably improved relationships between ERSP and Ministry staff, through increasing familiarity with each other and building trust between institutions, departments and individuals. The technical departments are increasingly engaged in the mutual goals and strategies. With greater comprehension for the specific aims of the ERSP and the support it offers to national programs, the Technical Departments perceive their role and contribution to get activities underway. ERSP and the MoE are working together to streamline new processes which promote the timely implementation of support activities.

Project challenges and delays observed in this quarter reflect delays from the first quarter and were partially influenced by leadership transitions. In light of these transitions, ERSP had experienced modest support in embracing ERSP activities as Ministry owned programs. Currently, a new Minister has been appointed and is preparing to take on this needed role. During the second quarter we had been hopeful to have roll-out plans approved and initiated. While we have made notable progress we were unable to meet this goal. The Ministry opted to have all assessments completed before opening up to engagement and approval for preparatory and subsequent activities that could have run concurrent to the assessment.

The assessments have moved forward with full support of technical departments and official approval from the Technical Committees. Terms of reference, consultant selection, assessment plans, instruments and target population identification were completed with approval from the collective or subset of the technical committee. All assessments are expected to be completed in January and the DCU has acknowledged that the approval process should become easier with blanket approvals for a series of activities. With clarification specific to coordinating and collaborating on ERSP support activities we remain hopeful that approvals will be completed for all major tasks in each of the component areas to facilitate progress in Q3 and Q4.

ERSP, particularly our implementing partner CADER and the DCOP, was invited to participate actively in the discussions informing the Ministry's draft Professional Development Framework. ERSP staff was requested to comment on the initial draft of the framework by the Ministry consultant and the DCU. The engagement on this core Ministry initiative suggests a role for ERSP on these large policy and institutionalization issues.

During the second quarter the ERSP team developed a 5-year plan, complete with a detailed list of intended program targets, and an updated and improved PMP to guide the succession of annual plans to be drafted over the life of the project. In this 5-year plan revised timelines are presented. The ERSP team will use this document with the Ministry to collectively comprehend the impact of extended timelines and postponement of events and corrective actions that can be taken. This plan is a living document that will increase the transparency with the Ministry for our activities and targets to allow for greater collaboration in planning ahead and integrating the ERSP plan with that of the Ministry in achieving our institutional capacity development aims.

Acronyms

CADER	ChangeAgent for Arab Development and Education Reform
CCU	Career Counseling Unit
CIDA	Canadian International Development Agency
CTT	Core Training Team
DCU	Development Coordination Unit
DTQS	Directorate of Training, Qualifications and Supervision
ECE	Early Childhood Education
EMI Systems	EMI Systems is a grantee and partner to the ERSP team
EMIS	Education Management Information System
ERfKE	Education Reform for the Knowledge Economy
ERSP	Education Reform Support Program
ESP	Education Support Program
FGD	Focus Group Discussion
ICT	Interactive Communication Technology
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MOE	Ministry of Education
MoU	Memorandum of Understanding
NCFA	National Council for Family Affairs
PD	Professional Development
PI	Parental Involvement
PMC	Program Management Committee
PMP	Performance Management Plan
PPP	Public Private Partnership
QA	Quality Assurance
QRTA	Queen Rania Teachers Academy
SBM	School-Based Management
SC	Save the Children
SDU	School Development Unit
TC	Technical Committee
ToT	Training of Trainers
TILO	Technology for Improved Learning Outcomes
WFS	Work Force Skills
WSTF	Work Skills Task Force

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Program Description and Goal

A. Overview of Program

The purpose of the Education Reform Support Program (ERSP) is to build on the experiences and successes of the ERfKE reform and focus on particular aspects of the MoE policies, strategies and outreach systems in keeping with the MoE vision for the future of its educational. ERSP will assist the education sector develop the capacity to implement and sustain specific objectives of the ERfKE 2 reform. The specific objectives addressed by ERSP include:

- introduce consistent models and processes that establish institutional structures, systems and resources;
- develop and implement effective school-level training and support programs; and
- establish a critical mass of schools in which the models and processes have been implemented successfully with full participation of Ministry staff, supervisors, principals and teachers.

B. Program Component Areas

There are four areas designated by the MOE and USAID for ERSP program support:

1. **Early Childhood Education (ECE):** renovate and furnish 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 institution of the Quality Assurance system.
2. **Youth, Technology, Careers:** 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 or equipping counseling centers, offices, and playgrounds, and supporting the effective application of MIS online.
3. **Professional Development:** assist in the establishment of an in-service system for the professional development of teachers, principals and supervisors and support the implementation of an induction program for newly appointed teachers.
4. **Data use for Decision Making:** assist in the planning process at school, field directorate and central levels through enhancing access to data and the capacity to utilize it.

General Summary of the ERSP Program

In light of delays and challenges faced in quarter one and those lingering into the second quarter, ERSP engaged in several activities to help support enhanced engagement of the Ministry with the ERSP team and program objectives, planning and consensus building with the Ministry and means to track with greater precision our progress on targets. Below is the presentation of the ERSP activities, challenges and issues that are general to the program and immediate Actions to be Taken planned.

Successes Achieved this Quarter

- ERSP held a team-building workshop with the Ministry of Education in Aqaba, engaging our primary contacts in activities that served to enhance the sense of commitment to the program and the team towards achieving common goals. The workshop was well received and positively viewed by the participants.
- The official Program Launch was held in Aqaba on the last day of the workshop, with the USAID Mission Director and the Secretary General for the Ministry of Education as key note speakers.

- The ERSP team developed a 5-year plan and a 5-year detailed activity worksheet, complete with a detailed list of intended program targets and an updated, improved PMP to guide the succession of annual plans to be drafted over the life of the project. This plan is to be a living document to help increase the transparency with the Ministry for our intended activities and targets to allow for greater collaboration in planning ahead and integrating the ERSP plan with that of the Ministry to achieve our institutional capacity development aims.
- Team members met frequently with Technical Departments to strengthen these critical relationships and move forward with a common agenda. There is observably a greater comprehension of the aims of the ERSP program and the support it has to offer.
- Several meetings with CIDA and SJE have brought clarity to the distinction between this program and ours, especially as they relate to professional development. This dialogue has been beneficial in assuring the MoE of the linkages and the distinctions between the two projects.

Challenges

- The Ministry has shared with ERSP an unofficial copy of the approved policy for MoE staff payments. This regulation listed in detail payments that should be provided to officials, principals, teachers, committee members, etc. for their engagement in various activities or undertaking assorted roles and responsibilities. Complying with this policy would have severe financial repercussions on our program.
- The ERSP timelines were perhaps too ambitious to allow the MoE adequate time to reflect and support decision, at least this was the perception in the efforts to get the profession development activities moving. This component was subject to several unanticipated and rather demanding tasks being added to phases of the approval process. The MoE has asked requested a series of discreet approvals for activities to be implemented. We are collectively working to make the approval process more efficient. We are seeking to acquire blanket approvals for implementation of activities and minimize the number needed as they demand more frequent TC meetings to convene and tax the TC members. We have been informed that once the assessments, which have been deemed pre-requisite activities, are completed the approval processes should be more efficient and cover a collective set of actions.

Actions to be Taken

- Bring assessment activities to a close and advocate for intensive engagement of the technical departments to draft plans for program roll-out that are to be presented and approved by the Technical Committees.
- Enhance project engagement of technical department members in preparation of materials and issues to be taken and approved in Technical Committees meetings so that consensus has been built prior to convening a TC meeting.
- Conduct meetings with each TC and raise awareness of the timeline and consequences of delay. Advocate approval and action simultaneously across program activities. We will seek blanket approvals for roll-out plans once the MOE approves assessment findings, agrees upon recommendations and concurs with the roll-out strategies.
- Increase internal efficiency and quality control measures to respond to tight timelines while maintaining the quality of the interventions.

Work Plan Modification

- Project activities have been delayed as noted in the first Quarterly Report (June-September 2009). The timelines have been revised and are reflected in the new 5-year plan. We intend to review this document with the Ministry so collectively we can see the impact of extended timelines, better align our plans with the Ministry and realize consequences of postponement of events to see if the benefits of postponement outweigh the consequences.

Program Component Activities and Progress

For each component area and sub IR area, key activities and successes, challenges and issues, and Actions to be Taken are identified. A detailed list of Program Components, Tasks and Sub-activities and their status is attached to this report in Annex 1.

A. Program Component Area 1: Early Childhood Education

ERSP will assist the Ministry's ECE Department to recruit and train more ECE supervisors, renovate classrooms for kindergartens and train teachers to use resources in a way that is developmentally appropriate for children. We will add new modules to the ECE teacher training curriculum, such as: classroom management, story-telling and reading stories, learning art and drama through the natural environment, strategies in working with children from diverse cultural backgrounds and special needs as well as personal development and life skills. We will train kindergarten and general education teachers in a thematic approach to the curriculum and in methods that take into account the developmental learning needs of this age group.

Objective 1.1 Strengthened Capacity of Ministry ECE staff

Successes Achieved this Quarter

- ERSP's ECE annual plan was translated and shared with MoE ECE staff; a 2-day workshop took place to discuss the plan thoroughly. Consensus was reached on the ECE plan's activities.
- The ECE Technical Committee (TC) met twice this quarter to discuss new ECE approaches suggested by ERSP addressing capacity building, parental involvement, public private partnerships, and community mobilization.
- Terms of Reference (TOR) for a consultant to undertake a MoE capacity building assessment was developed and sent to the TC for revision and approval.
- SC ECE Regional Advisor drafted TOR for compiling MoE ECE policies. This was sent to the MoE for their review and approval.
- The ECE Team was involved in reviewing the second ECE national plan of action, and identifying the role of the project for the coming five years.

Challenges

- The MoE capacity assessment consultancy was postponed due to the transition and retirement of several MoE staff members. We anticipate new staff will be hired during January and February. Since achieving this objective is based on undertaking the capacity assessment of MoE staff, subsequent activities have been postponed due to their reliance on the findings of this assessment.

Actions to be Taken

- Seek approval from the TC to start the MoE capacity building assessment, including approval on the TOR, assessment tools, and the implementation plan.
- Finalize and seek TC approval on the MoE ECE policies TOR, and to contract NCFA to undertake this assignment.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved this Quarter

- The TOR for a consultancy to assess teachers' and principals' capacity in organizing and managing the physical environment of the KG classroom was developed and sent to TC for revision and approval.
- KG opening ceremonies' themes and ideas were identified.

- Received commitment from a private company to provide 1300 lunch boxes for KG children (Helm Medical Equipment and Device Trading).
- Mechanisms to increase community participation in supporting KG and G1-3 were drafted; these mechanisms will be supported through the Parental Involvement (PI) Program and pilot participation from youth centers in one directorate.
- The MoE sent ERSP two lists of KGs to be renovated, totaling 100 KG. Site assessments were conducted in the first set of clusters including 30 schools.
- Six KG classrooms did not follow the licensing standards. (Classroom size was too small, classroom was in a rented building, existing major renovations underway in school, no playground space, already had a renovated classroom.) We sought and were provided with alternative schools by the MoE and site assessments have been completed for these six schools.
- Completed an open bidding process for the renovations work of KGs. A contractor was selected in the first week of January 2010.
- A waiver document for procurement and furnishing of KG's was drafted and is under review by USAID.

Challenges

- Teachers' and principals' capacity assessment is to be included into a comprehensive assessment of needs across all ECE objectives, which will be conducted at target schools. The comprehensive assessment to be undertaken in schools is waiting for the outcomes of the teachers' competencies assessment as the basis for measuring teachers' and principals' capacity.
- If a waiver is not granted the costs for internationally procured items will reduce the amount of items which can be procured for each KG.

Actions to be Taken

- Draft design, implementation plan, and tools in collaboration with the technical departments in order to seek TC approval to conduct on a comprehensive teachers' and principals' capacity assessment.
- Explore opportunities to engage the private sector in supporting public KGs.
- Plan KG opening ceremonies in coordination with upgraded KGs completion plan.
- Contract the renovations contract winner.
- Proceed with procurement bidding once a decision on the waiver is made.

Work Plan Modification

- The implementation of renovation work shifted to the 3rd quarter and is expected to start by the end of January.
- Due to pending waiver decision, the bidding process for procuring furniture is postponed and expected to start within one week of receiving notice.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved this Quarter

- A list of 26 Core Training Team (CTT) members was provided by MoE, naming existing ECE supervisors and model teachers as well as ECE central staff.
- The TOR for the teachers' competencies was developed and approved by the TC and a consultant was selected. Work is to begin in January and data is to be collected immediately after winter break.
- Training of Trainers (ToT) materials were compiled from different resources taking into consideration the special knowledge, skills and attitudes needed for ECE CTT. Training activities are being developed.

- A peer-to-peer support mechanism has been identified engaging private schools to support public schools in the same directorate if possible. A selection criterion has been developed for identifying private schools that will be contacted in request for support. A mapping process was developed to identify the locations for supporting schools in relation to previously identified KG's.

Challenges

- We could not integrate our expectations for ECE training into the MoE strategy because the MoE internal timelines required the DTQS to complete its annual ECE training scheme before the beginning of the project.
- A ToT module is necessary to improve the quality of training in support of ECE. While this was not a part of the ECE component plan, ERSP has decided to add this activity to its implementation plan.

Actions to be Taken

- ERSP's consultant will review and update teachers' competencies.
- Design a comprehensive teachers' capacity assessment including KG and G1-3 teachers.
- Conduct a focus group discussion (FGD) with Core Training Teams (CTT) to identify training needs and to establish their role in the training roll out.
- Finalize the ToT module and seek TC approval on the module.
- Develop a plan to train CTT on the new module, and to support CTT in their winter training.
- Formulate a committee to overlook the preparation of the ECE newsletter.
- Conduct visits to private schools which meet the criteria to seek their consent and signed agreement for their support in enhancing public school's teachers' performance.

Work Plan Modification

- Development of a ToT module for ECE training is inserted into the annual plan.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved this Quarter

- Revised the parental involvement evaluation report of ESP.
- Conducted FGD with KG teachers and previous volunteers in the central and north regions to evaluate successes and ways to enrich the KG PI manual.
- Conducted FGDs with G1-3 teachers in central and north regions to form basis for developing G1-3 PI Program according to their needs and suggestions.
- Developed G1-3 PI framework based on the evaluation and shared internally to ensure consistency and harmony within the component's programs.
- Attended 2 ECE open house activities to ensure proper implementation in central and north regions.
- Organized an orientation workshop for approx. 60 PI Coordinators and MoE staff addressing the ECE Component, highlighting their role in implementing PI activities.

Challenges

- PI Coordinators and MoE staff were anticipating incentives based on previous compensations offered by other projects and donors in implementing such ECE activities.

Actions to be Taken

- Enrich and finalize K-3 PI manuals and materials according to the findings of PI evaluation, and seek MoE approval on the enhanced and newly developed training manuals.
- Develop a plan and conduct visits to support KGs in conducting PI activities.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved this Quarter

- Received progress reports from the Ministry on the implementation of their quality assurance system.

Challenges

- The QA Specialist that Save hired left the project for another post, so we must recruit another one.

Actions to be Taken

- Advertise for the QA Specialist position
- Engage with MoE on site visits in support of QA.

Work Plan Modification

- A new task has been added to the ECE plan in response to a MoE request, to provide support conducting internal quality audits on the QA system.

Other

- Save the Children's ECE Regional Advisor visited Jordan to provide the technical support needed in specific areas: enhancing and expanding the PI program; rolling out a teachers' capacity building plan; recommending a transition approach to be piloted in the public schools; and developing a ToR for the MoE ECE policies.

B. Program Component Area 2: Youth, Technology, and Careers

In collaboration with the Ministry the ERSP team will develop a comprehensive workforce skills framework that draws on the National Education Strategy¹. Using this framework the ERSP team will build synergies among the MIS, School-to-Career and Life Skills programs and sequence activities so that the programs reinforce each other. The ERSP Team will strengthen field-directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The synergy between MIS, School-to-Career, and Life Skills programs will help teachers and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors, responsibility, adaptability and teamwork (personal management skills). Workforce Skills Business Leaders' Committee will be formed to assist in structuring and institutionalizing public private partnerships with the Ministry of Education which equip students with skills highlighted in the YTC component. This committee may also lead to opportunities to enhance the experience of Ministry staff in labor market issues and needs.

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved this Quarter

- Developed a TOR in collaboration with the MoE and ERSP for conducting the situational analysis of MIS online. Selected and contracted a consultant to conduct the MIS-Online Situational Analysis applying both quantitative and qualitative research techniques.
- TC approval granted for the situational analysis plan, the sampling, data collection techniques, data analysis methods and data collection instruments. Completed data collection prior to the winter break.

Challenges

¹ The National Education Strategy defines those skills as communication and thinking skills (academic) and positive attitudes and behaviors, responsibility, adaptability and teamwork (personal management skills).

- Once consensus was reached on an external consultant, no challenges were faced other than the time it takes to process through a participatory review and approval process.

Actions to be Taken

- Present MoE with the final report, and compile all MIS-Online related recommendations. These recommendations will inform future planning and activity implementation.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved this Quarter

- TC granted approval for selection criteria for schools to participate in STC activities. Seventy-eight (78) schools were chosen to participate across the north, central and south regions. The criteria promoted an integration and synergy between MIS, STC and Life Skills through sports activity for a portion of the selected school population.
- Site assessments were conducted at identified schools accompanied by the YTC Technical coordinators and Heads of Counseling Divisions to ensure a match with the set criterion.
- Identified and contracted a consultant in coordination with the MoE to conduct an evaluation for Phase One of STC. Evaluation tools were reviewed and approved by the TC prior to data collection.
- Delivered 5 STC orientation sessions in 4 geographic locations (Irbid, Amman, Tafleeh, Aqaba), to introduce ERSP and the program at the directorate and school level. The target population was counselors and principals from the 78 schools, 66 females and 58 males attended these sessions.
- Nearly completed data collection. The evaluation report is scheduled to for January 2010.

Challenges

- The timeline for the data collection for the assessment ran into the exam and winter break period at participating schools.
- The MoE prefers to wait for all assessments to be completed prior to moving ahead with other activities. While this approach is rational, it does not allow ERSP to catch up on the timeline resulting from past delays. We had hoped to conduct several activities concurrently.

Actions to be Taken

- Finalize the evaluation study for STC phase I, including sharing the recommendation with MoE to inform the design or modifications of the program activities.
- Select Core Training Team trainers.
- Based on the evaluation revise and seek TC approval for training materials and manuals and the STC roll-out plan.

Objective 2.3 Improved Life Skills Education

Successes Achieved this Quarter

- Awarded a contract for a consultant to evaluate the work done on Life Skills through sports, a component of ESP1 implemented in Aqaba Governorate.
- The consultant completed data collection for the evaluation on time and generated a draft report. Results will inform the design of both the educational content of this program and criteria set for the playground renovation.
- Created a partnership with UNICEF, the implementing partner on various sports related projects with MoE and other local partners. Conducted various meetings to ensure consistency and coordination.

Challenges

- Need to establish a renovation criteria and equipment standards, which do not currently exist. These standards are needed to plan the Life Skills playground renovations and support activities in a way that an observably high quality outcome can be achieved.

Actions to be Taken

- Cost the renovation works in the first set of schools to complete the assessment activity to complete the draft of recommendations for proceeding with the life skills activities.
- Meet with the TC and USAID to discuss the results of the evaluation study and start the design of the program materials and activities.

C. Program Component Area 3: Professional Development and Credentialing

The ERSP team aims to ensure that the Ministry can lead and manage a Professional Development program. Toward this end, the team will work within the ERfKE 2 structure to assist with the establishment of a professional development system. The Ministry has the responsibility for the eventual integration and institutionalization of policies, strategies and systems designed, developed and implemented through ERSP. ERSP has the responsibility to advocate on behalf of the reform and diligently promote Ministry action in keeping with the reform objectives and timeline. The ERSP team will help the Ministry and its partners to address key policy issues, identify organizational structure and reform strategies related to professional development, pose ideas for program alternatives, foster partnerships with private enterprises and NGOs, and strengthen the resource base of materials and information available to teachers, school leaders and supervisors and the means to utilize resources made available.

Objective 3.1 Development and Implementation of an Induction Program for Teachers

Successes Achieved this Quarter

- Program activities for the induction program have been canceled for this academic year as reported in the previous Quarterly Report (June-September 2009).

Actions to be Taken

- Encourage the DCU and DTQS begin planning in Quarter 3 for the induction training for newly appointed teachers in preparation for the 2010-2011 school year

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

Successes Achieved this Quarter

- The ERSP team (CADER and the DCOP) engaged in numerous meetings with the MOE appointed short-term consultant designing the professional development framework, Alexandru Crisan. The PD consultant voiced his opinion that ERSP approach was in total agreement with the path being advocated in the PD framework draft and that CADER offers a good model of systems, methods and practices to inform and be applied in the future system of PD.
- Conducted meeting between ERSP, SJE and CIDA to clarify for the Ministry the distinction between the School Development Program and the Education Reform Support Program. Drafted a summary to highlight these programs and the distinction.
- Implemented the Foundation Training program where approximately 661 participants registered. Of this 634 were teachers (401 female, 233 male) and they were joined by 27 principals (12 female, 15 male). The total participants who actually completed the training course and qualified for the certificate came to 581. Of this 558 were teachers (374 female, 184 male) and 23 were principals (10 female, 13 male). Eligibility for the certificate is

determined when a participant attends at least 75% of the training program activities. The participants were across 28 schools in 7 field directorates.

- Designed and developed a needs assessment plan and tools for teachers, principals and supervisors in response to a request by the Ministry to make this a prerequisite to proceeding with Phase 2 and 3 training activities with Leaders and Teachers. In truth, the needs assessment little insight that extended beyond what CADER has taken into consideration given their knowledge based experience accumulated over the last 5 years and working in more than 2500 public schools in Jordan.
- Completed data collected and the process of data entry for this assessment has begun.
- Assessed the Foundations course implementation for teacher to determine areas of strength and weakness as well as identify problems and develop strategies for the future.

Challenges

- Additional unanticipated tasks were added to the approval process, causing delays in the timeline for implementation. While the additional tasks did inform the process and added value, we hope that in the future such requests could be handled simultaneously with activity implementation.
- During implementations some schools requested ERSP to provide meals during training. Jointly with the Ministry, it was decided to not respond to these requests for the Foundations program for teachers as this issue did not appear to be debilitating to the implementation of training.
- A challenge across all PD activities is the conflicting timeframe for implementation of ERSP and that of ERfKE 2 activities, such as the drafting of a PD framework, which are to provide the structure for program support to PD. The MoE is responsible for approving ERSP implementation. However, this approval seems premature as they want ERSP activities to be aligned with a framework (ERfKE2) that has yet to be determined.
- Need to have approval by February 1 for the content and authority to proceed with the general and specialization training for teachers if we are to be able to complete the intended remaining 2 stages of training in this academic year as planned.

Actions to be Taken

- Analyze the data from the Needs Assessment.
- Revise and receive approval for course content for general and specialization courses for teachers based on assessment findings.
- Seek approval to proceed with implementation of the next 2 training phases for teachers.
- Need to have approval by February 1 for the content and authority to proceed with the general and specialization training for teachers if we are to be able to complete the intended remaining 2 stages of training in this academic year as planned.

Objective 3.3 Change Leadership Training for Principals and Supervisors

Successes Achieved this Quarter

- The Foundations course for leadership has been prepared and is ready for implementation.
- Principals in the participating schools engaged in training with teachers rather than waiting for the separate program for leaders, which had the effect of encouraging and empowering teachers to more fully participate in the course.
- The PD consultant acknowledge that the ERSP whole school approach is in harmony with the recommendations presented for school-based development advocated in the PD framework draft.

Challenges

- The approval for implementing the Foundations training has been delayed for reasons listed above for the in-service program.
- Need to have approval by February 15 for the content and authority to proceed with the general and specialization training for Leaders if we are to be able to complete the intended training in this academic year.

Actions to be Taken

- Pursue assertively approval to continue with the Leadership foundations course as the leadership training is to support what is happening with the teacher training.
- Need to have approval by February 15 for the content and authority to proceed with the general and specialization training for Leaders if we are to be able to complete the intended training in this academic year.

Cross-Cutting: Enhancing Institutional Capacity to Delivery PD Programs

Successes Achieved this Quarter

- ERSP engaged in numerous meetings with the MoE appointed short-term consultant designing the professional development framework as he was researching and drafting the PD framework plan.
- Received the draft framework from the consultant and were invited to provide comments. The PD consultant. This draft PD framework will enhance the Ministry's capacity to lead the PD institutionalization process and engage ERSP in a more focused and productive manner.

Challenges

- As noted above, a significant challenge for professional development is the conflicting timeframe for implementation of ERSP and that of ERfKE 2.

Actions to be Taken

- Provide feedback for the Ministry on the Professional Development Framework draft.
- Clarify support areas that ERSP can offer them in achieving their PD System vision.
- Actively pursue discussion and action on key issues in support of the PD framework, for example a discussion, revision and/or development of standards for selected groups of education professionals, which contribute to the eventual development of the accreditation and certification process.

D. Program Component Area 4: School Based Management improved through Decision-Making (SBM)

This section of the plan remains in discussion though presently it appears that the intent of this component may remain relevant.

The goal of this area of program is to equip the schools, and subsequently the field directorates and the central ministry, with the capacity to utilize data for the purpose of making informed decisions about the quality of educational services they are providing from the perspective of their role in the system. At the school a complete set of data is available for use in making decisions about school improvement priorities, but principals, teachers and communities lack planning tools to assist in the analysis and use the of data to make decisions.

The ERSP Team in collaboration with the central MoE will work simultaneously at the school and field directorate levels, helping them use this common set of tools for collecting, analyzing and making decisions based on sound data. These decisions will focus on improving the quality of

instruction, including factors such as teacher-student ratios, teacher attendance, and parental involvement in their children's education.

Objective 4.1 Improved Capacity at the School Level

Main Activities this Quarter

- ERSP with the MoE input reviewed and revised the assessment report.
- Report findings and recommendations were clarified and addressed outstanding questions.
- Revised the assessment report based on Ministry concerns.

Challenges

- Drawing the links between Ministry concerns and priorities and the intended focus of ERSP support

Actions to be Taken

- The Ministry, particularly the ICT Department, is to draft recommendations for consideration in finalizing the focus of Component 4.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Same as above

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Main Activities this Quarter

- In November, CAII staff member Deepika Chawla completed a situational analysis of JEI complete with the design of an assessment instrument to determine a baseline on the knowledge of JEI staff. The instrument was administered to 10 staff members in December 2009. Staff scored in a range of 37% to 72% correct. The top two administrators both scored 72% correct with the remainder of staff scoring in the range of 37% to 58% correct. This data will be used to establish knowledge gains throughout the life of the project.
- The planning for the immediate and long range plan continued.

Challenges

- The planning process is moving more slowly than anticipated, but the needed results will be ready at the beginning of quarter 3. We anticipate that by the end of the 3rd quarter this phase of the project will be on target.
- The procedures related to the grant award were not clear between parties. The process was clarified and now is expected to move forward.

Actions to be Taken

- Complete and approve the plan for the 2009-2010 Grant.
- Draft the plan for 2011-2014.

Deliverable or Result Status for this Quarter

IR	Task	Activity	Outputs/Outcomes	AP Date	Status	Deliverables
Component 1: ECE						
1.1 Strengthened Capacity of Ministry Early Childhood Education Staff	1. Assess existing management and technical capacities	1. Review all ECE documentation from ESP I to identify strengths and challenges	Report on ECE staff strengths and challenges identified by ESP	December-09	Delayed until March 2010	Assessment Report
	3. Build the capacity of Ministry staff to monitor all ECE activities	2. Develop training plan with MOE for ECE supervisors	Plan developed and approved	November-09	Delayed until Yr2-Q1	Plan
		3. Develop competencies/job descriptions for supervisors with TC and ECE division	Job descriptions developed and approved	December-09	Delayed until Yr2-Q1	JDs
1.2 Improved and Sustained Early Childhood Facilities	1. Renovate, furnish and equip KGs to Ministry standards	4. Conduct bidding, solicitation process and procure contractors for renovation	Solicitation and procurement contractors identified	December-09	In-process; to be completed January 2010	Contract with selected contractor
		8. Conduct bidding process and procure furniture and equipment	Furniture for 50 KGs is procured	December-09	Delayed	Contract with selected vendor/s
	2. Train teachers and principals on managing the physical environment	3. Update and enrich training materials for teachers/principals and KG supervisors on organizing and managing the physical environment	Training material developed and approved	October-09	Delayed until April 2010	Training materials
1.3 Enhanced Skills and Behaviors of ECE Personnel	1. Develop and implement a comprehensive ECE professional development framework and training plan	3. Develop and annually review ECE PD framework and technical capacity building plan for long-term implementation with TC	PD framework set identifying numbers of target teachers for training, approach of training and geographical allocation	November-09	Delayed	Framework + Plan
		4. Review, update and activate KG teacher competencies	Updated and reviewed KG teacher competencies criteria is set	December-09	In-process; to be completed February 2010	Competencies
		5. Enhance ECE teacher training curriculum by adding 5 new modules and linking to the teacher competencies	5 new modules are added to the original training curriculum reflecting updated teachers' competencies	December-09	In-process; to be completed Yr2Q1 (pending identification of competencies)	Training materials
		10. Establish/equip ECE training centers	2 ECE training centers established in 2 locations	December-09	Delayed	2 centers
		13. Conduct training for KG teachers w/CTT and ECE Supervisors at the ECE training centers	50 new KG teachers trained, and at least apply 60% apply 3 skills	December-09	Delayed until Yr2Q3-4	50 new teachers trained

IR	Task	Activity	Outputs/Outcomes	AP Date	Status	Deliverables
		14. Conduct refresher training for KG teachers trained under ESP I to introduce new materials and for teachers trained in early ESP II	150 old KG teachers attend refresher training, and at least 60% apply 3 skills (measured through in-class observations)	December-09	Delayed until Yr2Q3-4	150 old teachers trained
	2. Develop and implement a training plan for all Grades 1 through 3 teachers	3. Develop materials on thematic approaches and early childhood development for Grade 1-3 teachers	Material developed covering thematic approaches	December-09	Delayed	Training materials
		4. Conduct training with core team on thematic approach	8 core team are trained	December-09	Delayed	8 CTT members trained
1.4 Increased Parental Involvement and Peer Support in ECE	1. Expand and deepen the existing parental involvement initiative	1. Conduct assessment of existing parental involvement program	Parental involvement evaluation report of ESP 1 is revised	October-09	FGDs done; pending report	Assessment report
		2. Develop a plan to expand and deepen parental involvement for K-3	Parental involvement plan developed and approved	October-09	In-process; draft plan pending approval	Plan
		3. Review and revise training curricula on parental involvement and develop materials for teachers in G1-3	Parental involvement curricula reviewed and updated	October-09	In-process; to be completed February 2010	Training materials
1.5 Improved and Sustained Early Childhood Facilities	1. Support the Ministry as they apply a system of standards	2. Print current QA packages for second assessment to be done by MOE in second half of academic year 09-10	1350 QA packages printed and distributed	October-09	Done	Packages
Component 2: YTC						
NA	1. Establish management teams	5. Review, update and obtain endorsement of defined workforce skills as foundation for all component activities	Workforce skills defined by technical committee and private sector representatives	October-09	Delayed until Yr1Q4	Skills
		6. Establish Business Leaders' Committee to focus on program strategic direction, workforce needs, increase of private sector support	Business leaders' committee contribute to discussions and revision process	December-09	Delayed until Yr1Q3-4	Committee
2.1 Enhanced MIS curriculum	1. Situational Analysis of current MIS Online program	5. Present written and oral report on findings and recommendations on strategy to USAID and MOE for approval	Assessment Final Report	December-09	In-process; to be completed January 2010	Assessment report
	2. Develop and implement a strategy to improve learning achievement for the MIS Stream	2. Finalize strategy and work plan and get approval from USAID and MOE	Final Strategy Report and Plan	October-09	Delayed (pending completion of assessment report)	Strategy and plan
2.2	1. Build the	1.1 Conduct assessment of current STC	Assessment Report	December-09	In-process; pending	Assessment report

IR	Task	Activity	Outputs/Outcomes	AP Date	Status	Deliverables
Institutionalize School-to-Career Program	Ministry's capacity to manage STC at scale	program and Ministry capacity to scale and sustain it			report	
		1.2 Develop and annually review 5 year STC capacity-building and expansion strategy with STC Technical Committee and Task Force	A strategy developed and approved by MoE identifying the rolling out plan for STC and the technical approach for identifying and building counselors' capacities per academic year	December-09	In-process; to be completed Yr1Q3-4	Strategy
	2. Develop and implement a holistic plan of all STC activities	2.1. Review and update curriculum to add modules on life skills and facilitation and align it with competencies and workforce skills (with TC)	Curriculum reviewed and updated	December-09	Done; materials pending MoE approval	Training materials
		2.3 Train the Core Training Team on all STC components and build their capacities on applied learning skills	60% of participants demonstrate improved technical knowledge and their skills in training and mentoring	December-09	Delayed until Yr1Q3-4	20 CTT members trained
		2.10 Support 30 FDs to renovate and equip career centers as a school and community resource through leveraging private sector support	30 FD based career centers upgraded and equipped with private sector support	December-09	Delayed until Yr1Q3-4	10 Career Counseling Centers
		2.11 Support 300 schools to upgrade career counseling offices through leveraging private sector support these, located where career centers are not established	300 school based career counseling offices upgraded and equipped with private sector support	December-09	Delayed until Yr1Q3-4	54 Career Counseling Offices
		4. Develop and apply a monitoring plan	4.1 Create monitoring plan to measure progress towards institutionalizing and meeting standards in collaboration with TC	M&E plan developed with identified indicators	November-09	Delayed until Yr2Q1
	2.3 Improve Life Skills Education	1. Assess program achievements implemented in 2007-2008	1.1 Survey the 19 schools that participated in ESP/Right to Play program to highlight program challenges/opportunities	Assessment designed and carried out in 19 schools, with report generated	December-09	Done; pending final report
2. Expand the Life Skills and sports program		2.4 Conduct renovations of the playground facilities	Renovated playgrounds	December-09	Delayed until Yr1Q3-4	20 playgrounds
		2.5 Develop, test and implement "life-skills through sports" curriculum integrating workforce skills as well as life skills	Curriculum developed, approved and tested	December-09	Delayed until Yr1Q4	Curriculum
		2.7 Train at least 3 adults per school to	At least 3 adults for each 100	December-09	Delayed until	35 adults trained

IR	Task	Activity	Outputs/Outcomes	AP Date	Status	Deliverables
		coach for life-skills, mentoring & leadership activities	locations for a total of 300 individuals (PE teacher, parent, community member) are trained		Yr1Q4	
Component 3: PD						
3.2 In-Service professional development: A school-based model	1. Identify priorities and design an in-service course	2. Content development for Generalized training (School based training)	12-day training content	October-09	Done	Training materials
		3. Content development for Specialized in-service training	12-day training content	October-09	Done	Training materials
	2. Deliver in-service training	1. Training implementation for Foundation Training	480 trained in-service teachers on foundation training	December-09	Done	558 teachers trained
		2. Training implementation for General Training (School based Training)	288 trained in-service teachers on school based training	December-09	Delayed; pending MoE approval of needs assessment	288 teachers trained
3.3 Change Leadership training for principals and supervisors	2. Develop a leadership course	1. content development for general leadership training	6-day training content	November-09	Done	Training materials
	3. Deliver leadership training	1. Training implementation for Foundation Training	124 trained leader receive Foundation training	November-09	Partial/Delayed: pending MoE approval	(23 principals trained w/ teachers) 124 leaders trained
Component 4: Data Use						
4.0 Determine School-Based Management Capacity Building Needs	1. Assess current activities for use of data in the planning and management process	3. Analyze and report findings and recommendations to MOE and USAID for a program strategy and plan that fits into ERfKE II	Data analyzed and reported, with recommendations; recommendations approved	December-09	Done	Report and recommendations
4.3 Strengthen monitoring and evaluation of the JEI (was component 2.4)	1. Set goals and monitor progress	3. Meet with JEI monthly to monitor progress	Monthly progress reports and reviews	Monthly	Ongoing	Progress reports
	2. Provide grants for technical assistance	2. Assist JEI in identifying and prioritizing capacity-building activities to be funded by the grant: regional and international workshops in M&E, activities such as USAID's TILO in Egypt for an exchange, experts to provide TA on the job	Capacity-building activities prioritized	Ongoing	Ongoing	Needs and priorities

Training

#	Training Program Name	Description of Training Program/Field of Study	Date		Training Type	Facility City / Venue	Cost			Trainee Information		
			Start	End			Instruction	Travel	Trainee	Group Name	No. of Females	No. of Males
Component 2.2 and 2.3: YTC												
1	YTC/ ERSP	Orientation sessions on the STC approach	20-12-09	20-12-09	one day session	Irbid/ Teachers Club	\$403	\$30	\$139	MoE School Principals and Counselors	24	21
2			21-12-09	21-12-09	one day session	Amman / Teachers Club	\$260	\$25	\$70		13	12
3			22-12-09	22-12-09	one day session	Amman / Teachers Club	\$260	\$30	\$70		12	6
4			23-12-09	23-12-09	one day session	Tafelih/ Zain Al Sharaf Girls School	\$177	\$25	\$180		13	12
			24-12-09	24-12-09	one day session	Aqaba/ Beer Al Sabea' Association	\$310	\$30	\$70		4	7
Component 3: PD												
1	Foundation Training (Comp. 3.2)	4 workshops, 4 onsite support visits. ¹	9-11-09	24-12-09	in-school workshops and onsite support	Foundation training was implemented in a total of 28 schools (7 directorates; with 4 schools each) ²	\$17,119.67	\$4,320	\$5,820	581 teachers and principals completed the training	374 teachers; 10 principals	184 teachers; 13 principals

¹ The following subjects were covered: communication skills and feedback; leadership; effective planning; building school vision; team work.

² **Ma'an Directorate** (Om El-hakam primary school for girls; Khdeejeh primary school for girls; Al-khaleel bin Ahmad secondary school for boys; Al-Eskan primary school for boys); **Zarqa 1 Directorate** (Laith Bis Saad first primary school for boys; Laith Bin saad primary school for boys; Rofaidah Al-Aslameyyeh primary school for girls; Zarqa'a Alyamama secondary school for girls); **Tafeeleh Directorate** (Tafeeleh primary mixed school; Zain al-sharaf secondary mixed school; Fatima Al-zahraa secondary mixed school; Tafeeleh primary school for boys); **Karak Directorate** (Al Ghwair secondary school for boys; Al Ghwair secondary school for girls; Saka secondary school for boys; Saka secondary school for girls); **Ajloun Directorates** (Baoun secondary school for boys; Osarah secondary school for boys; Senaar secondary school for girls; Rasoon secondary school for girls); **Irbid 1 Directorate** (Soum secondary school for boys; Soum secondary school for girls; Jejeen secondary school for boys; Jejeen secondary school for girls); **Amman 1 Directorate** (Daheyat Al yasameen secondary mixed school; Hafsa Om Al Momeneen secondary mixed; Daheyat Al hussein secondary mixed school; Al Ameerah Alia secondary school for girls)

Project management

A. Meetings with USAID and partners

Date	Participants and Meeting Topic
ERSP General:	
12-Oct-09	General briefing meeting with Queen Rania Office.
7-9-Nov-09	Professional Development Workshop with MoE and ERSP Counterparts/ Movenpic Hotel-Aqaba.
9-Nov-09	ERSP Official Launch Ceremony / Movenpic Hotel-Aqaba
16-Nov-09	USAID Partner Meeting
29-Dec-09	Internal capacity development exercise for ERSP Counterparts / CADER-Amman
Component 1.1: ECE	
5-Oct-09	UNICEF, NCFA, and MoE selected a contractor to undertake the learning readiness study
8-Oct-09	MoE/ ECE Division, and Technical Coordinator discussed: <ul style="list-style-type: none"> - PI FGDs - Overall ECE component and PI orientation for PI Coordinators.
7&12-Oct-09	Conducted 2 days workshop for MOE staff to revise the translated ECE plan thoroughly.
14-Oct-09	Dr. Vonda from Utah University, Dr. Momani from University of Jordan, Dr. Jayousi from Petra University explored possible linkages around pre and in service teachers' training.
22-Oct-09	TC 3rd meeting: The following topics were discussed <ul style="list-style-type: none"> - Teachers' and Supervisors' competencies consultancy - MoE capacity assessment consultancy - Assessing teachers' and principals' capacity on managing and organizing the physical environment - Compiling MoE ECE policy documents
26-Oct-09	NCFA, discussed NCFA's role in ERSP and future cooperation
29-Oct-09	MoE ECE staff, PI Coordinators attended orientation session around the ECE component specifically their role in rolling out PI activities.
5-Nov-09	Attended an official orientation meeting to introduce the QA system to the MoE ECE directorate staff and area Supervisors.
10-Dec-09	Attended a national meeting at UNICEF to review and enrich the ECE national plan.
13-Dec-09	ECE/DCU Coordinator discussed: <ul style="list-style-type: none"> - Appointing a focal point from MoE to follow up on G1-3 PI activities - Developing the ECE policies consultant ToR - Conduct ERSP/ECE component orientation for Jordanian Universities - Public private partnership and Community Mobilization
14 –Dec 09	ECE/ DCU Coordinator, and SC ECE Regional Advisor discussed MoE technical needs and support.
20-Dec-09	MoE QA Directorate discussed QA plan and <u>Actions to be Taken</u>

22-Dec-09	TC 4th meeting: Updated the TC on the ECE Component's achievements and discussed: - Community mobilization and public private partnerships - Teachers' competencies consultancy
Component 1.2: ECE / KG Renovation & Furnishing	
23- Dec-09	Reached a consensus on the final list of the 30 KGs after meeting with Mr. Abdullah Mhairat from MoE (ECE Section).
Component 2.1: YTC / MIS	
12-Oct-09	Meeting with MIS TC to approve MIS-Online SA research questions.
1-Dec-09	Meeting with MIS TC and the SA Consultant to introduce MIS-Online SA Scope of work and methodology.
16-Dec-09	Meeting with the TC to approve MIS-Online SA tools and findings.
Component 2.2: YTC / STC	
7-Oct-09	YTC Training Specialist +Coordinator meet with Head of Counseling Department at MoE to discuss schools selection criteria
21-Oct-09	YTC Component Leader and Curricula Specialist met with Head of Counseling Department to discuss material updates and frameworks.
28-Oct-09	Meeting with Head of DCU to discuss and agree on one of the short listed candidates to conduct STC-phase 1 evaluation study
9-Nov-09	YTC Team meeting with Technical Committee to discuss ToR for committee and schools selection criteria
15-Nov-09	YTC Component Leader meet with Head of Counseling Department to discuss work progress
17-Nov-09	Meeting with STC evaluation consultant to discuss plan and tools
7-Nov-09	YTC Training Specialist meets with Head of Counseling Department to discuss Core Training Team selection criteria
13-Dec-09	YTC Component Leader meet with Director of Education to discuss the approval on the consultant's mission
14-Dec-09	YTC Component Leader, DCD and DCoP meet with IYF (International Youth Foundation) to understand similarities with the STC program
15-Dec-09	YTC Coordinator- southern region meets Head of Counseling Department at Aqaba Directorate of Education to coordinate school visits schedule.
21-Dec-09	YTC Coordinator- southern region meets Head of Counseling Department at Tafileh Directorate of Education to coordinate school visits schedule.
Component 2.3: YTC / LS	
7-Oct-09	YTC Training Specialist and Coordinator meet with Director of Sports at MoE to discuss play ground specifications and Equipments.
7-Oct-09	YTC Training Specialist meets with Head of Sports division at MoE to discuss schools selection criteria.
28-Oct-09	Meeting with Head of DCU to discuss and agree on one of the short listed candidates to conduct Life Skills through sports evaluation study
16-Nov-09	Meeting with UNICEF to understand their overall work on sports
19-Nov-09	Meeting with GAM(Greater Amman Municipality) to discuss potential MoU
29-Nov-09	Meeting with LS consultant to discuss plan and tools
6-Dec-09	YTC Coordinator-southern region meets with Head of Counseling Department at Tafiela directorate to coordinate school visits schedule.

7-Dec-09	YTC Training Specialist meets with Head of Sports Division to discuss core training team selection criteria.
7-Dec-09	YTC Coordinator-southern region meets with Aqaba Director of Education to discuss work progress.
17-Dec-09	YTC component leader DCD and DCoP with USAID on playground renovation budgets.
23-Dec-09	YTC component leader meeting with LS consultant to discuss the completion of data collection phase
Component 3: PD	
1-Nov-09	A meeting between SG-MoE Dr. Fawaz Jaradat and Dr. Amin Amin took place at the MoE in the presence of Ms. Yousra Al Azzeh and Riyadh Aylouti. At the meeting Dr. Fawaz approved beginning the foundation training. And requested to start with 7 field directorates for this year.
11-Nov-09	Meeting with DCU, and Alexandru Crisan took place in the MOE, where a feedback from Alexandru regarding the needs assessment tools was delivered.
22-25-Nov-09	A meeting between CIDA, USAID, Creative, and CADER at the SJE office took place where an overview of the SJE project was discussed; the meeting focused on the overlapping and complementing aspects between the SJE project and the PD component in the ERSP project.
13-17-Dec -09	A meeting at the MOE with Mr. Mohammad Al Zoubi and Ms. Yousra Al Azzeh was held together with CADER PD Component Leader and staff to arrange the process of implementing the foundation training with the leaders.
20-24-Dec-09	A meeting was held at the MoE with Alexandru Crisan and DCU's Nisreen Al Oran, where an overview of the needs assessment process was presented and discussed.
29-Dec-09	A meeting was held at CADER main offices with Nour Abu Al-Ragheb from the USAID to discuss all the work that has been in the foundation training and all the feedback delivered in return.
Component 4: Data Use	
15-Nov-09	Meeting with ICT, DCU and ERSP on Assessment report
14-Dec-09	Meeting with ICT, DCU, USAID, and ERSP on Assessment report and focus of Component 4.

B. Field Trips

Date	Details
Component 1.1: ECE	
2-Nov-09	Conducted 2 FGDs with KG teachers and volunteers to evaluate PI program at Amman Teachers' Club, Central Region
4-Nov-09	Conducted 2 FGDs with KG teachers and volunteers to evaluate PI program at Irbid teachers' Club, North Region
12-Nov-09	Attended an Open House activity at Um Al Asaker School Amman 5th Directorate
22-Nov-09	Attended an Open House activity at Al Rabeia Secondary School North West Badiah Directorate
7-Dec-09	Conducted a FGDs with G 1-3 teachers to identify their needs/suggestions

	around PI Program at Al Nuzha Assasyia school in Amman, Central Region
9-Dec -09	Conducted a FGDs with G1-3 teachers to identify their needs/suggestions around PI Program at Al Khansa school in Jerash, North, Region
Component 1.2: ECE / KG Renovation & Furnishing	
12-22-Dec-09	Site Assessment in Irbid& Jerash
26-Oct-09 to 4-Nov-09	Site Assessment in Amman & Balqaa
7-13-Dec-09	Site Assessment in Zarqaa
Component 2.1: YTC / MIS	
16-21-Dec-09	MIS-Online SA consultant visited schools in Kora, Irbid, Balqaa, and Amman for data collection.
21-22-Dec-09	Visited two schools, one in Kerak and one in Amman, to distribute questionnaires on students for the MIS online SA purposes.
Component 2.2: YTC / STC	
16-Dec-09	Field visit to 5 schools in Irbid 3 rd to evaluate eligibility of schools in comparison to STC criteria.
17-Dec-09	Field visit to 5 schools in southern Shonah to evaluate eligibility of schools in comparison to STC criteria.
17-Dec-09	Field visit to 3 schools in Aqaba to evaluate school eligibility to STC criteria.
20-Dec-09	Field visit to 6 schools in Aqaba to evaluate if the school eligibility to STC criteria.
21-Dec-09	Field visit to 7 schools in Bsaira & Tafileh to evaluate eligibility of schools in comparison to STC criteria.
21-Dec-09	Field visit to 5 schools in the Irbid 2 nd to evaluate eligibility of schools in comparison to STC criteria.
22-Dec-09	Field visit to 6 schools in Tafileh to evaluate eligibility of schools in comparison to STC criteria.
23-Dec-09	Field visit to 8 schools in the Irbid 2 nd to evaluate eligibility of schools in comparison to STC criteria.
24-Dec-09	Field visit to 2 schools in the Irbid 2 nd to evaluate eligibility of schools in comparison to STC criteria.
27-Dec-09	Field visit to 6 schools in the Amman 2 nd to evaluate eligibility of schools in comparison to STC criteria.
27-Dec-09	Field visit to 4 schools in the Irbid 2 nd to evaluate eligibility of schools in comparison to STC criteria.
28-Dec-09	Field visit to 4 schools in the Amman 2 nd to evaluate if the schools match STC criteria.
30-Dec-09	Field visit to 1 school in the Irbid 2 nd to evaluate eligibility of schools in comparison to STC criteria.
5-Jan-09	Field visit to 4 schools in the Amman 2 nd to evaluate eligibility of schools in comparison to STC criteria.
7-Jan-09	Field visit to 3 schools in the Amman 2 nd to evaluate eligibility of schools in comparison to STC criteria.
Component 2.3: YTC / LS	
6-Dec-09	Field visits to 4 schools in Tafileh to evaluate if the schools match Life

	Skills criteria.
6-Dec-09	Field visits to 3 schools in the first Irbid to evaluate if the schools match Life Skills criteria.
7-Dec-09	Field visits to 3 schools in Southern Ghor to evaluate if the schools match Life Skills criteria.
7-Dec-09	Field visits to 4 schools in Mafraq to evaluate if the schools match Life Skills criteria or not
8-Dec-09	Field visits to 1 school in Amman first to evaluate if the schools match Life Skills criteria
8-Dec-09	Field visits to 2 school in Amman third to evaluate if the schools match Life Skills criteria
9-Dec-09	Field visits to 1 school in Amman fourth to evaluate if the schools match Life Skills criteria
9-Dec-09	Field visits to 1 school in Amman fifth to evaluate if the schools match Life Skills criteria
9-Dec-09	Field visits to 1 school in Amman second to evaluate if the schools match Life Skills criteria
Component 3: PD	
Nov 22-25 ,09	A visit was paid by Mohammad Hourani, Eileen and Nour Abu Al-Ragheb to “Laith Ibn sabah School” in Zarqa, were a foundation training workshop was implemented.

C. Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 2.1: MIS		
1-11-09 to 4-01-10	Dr. Ahmad Qablan	Conduct MIS-Online SA Study (Creative Contracted)
Component 2.2 : YTC/ SC		
15-11-09 to 30-12-09	Mrs. Manal Bayyat	Evaluation of Life Skills through Sports - part of ESP 1 in Aqaba Governorate (Save Contracted)
12-11-09 to 24-1-2010	Arabian Business Consultants for Development (ABCD)	Evaluation of STC phase 1 in 5 Regions (Creative Contracted)

Annexes

A. Quarterly Report Activity Status Chart

Please find the linked Quarterly Report Detailed Activity Status Chart, which is an excel document.

[ERSP QR Jun to Sep 09. Oct 25 09.xls](#)