

Education Reform Support (ERSP)
Quarterly Report
June 1 to September 30, 2009

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U.S. Agency for International Development/Jordan
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I. Executive summary

This is the first quarterly report of ERSP. It covers the period between May 13, 2009 and September 30, 2009.

The goal of ERSP is to strengthen the Ministry of Education's capacity to implement the ERfKE. The project has four components, which were negotiated by the Ministry and USAID. The weekend after the initial ERSP orientation meeting hosted by the Minister of Education the Minister resigned. Shortly after this resignation the USAID Education Team Leader announced his reassignment. These two individuals were primary participants in the negotiation of the ERSP program, and as a result of their departures, the ERSP team has had to redefine and renegotiate with others in the Ministry the objectives and activities of the program. The situation was exacerbated by the delay in the start date of the Ministry's ERfKE II reform which is to be umbrella under which ERSP was to be implemented.

Thus, the approval during this quarter of our annual work plans by the Ministry of Education has been a notable achievement. During this approval process ERSP had made several presentations to the Managing Directorates, Technical Departments and the DCU to raise their awareness of the project objectives and the activities agreed upon by ERSP and the Ministry to meet those objectives. Although the time and effort devoted to developing these basic understandings delayed many of our activities, the ERSP team anticipates significant progress in the next term at the central, field directorate and school levels in moving forward with the activities planned during this reporting period.

As this is the first quarter of the program, significant time was invested on start-up activities. These extend beyond well beyond the technical aspect of relationship building with the Ministry and technical planning and into the more mundane aspects of setting up office, staffing, registrations, establishing communication systems and setting into place administrative processes. By the end of this quarter, the Creative ERSP office was operational and the partners expanded their capacity to meet the expectations of ERSP.

While our annual work plan timeline has been offset by the extended period of time the approval process had taken, the ERSP team is working with the Ministry to revise the approval process for implementing project activities to allow for greater efficiency of time and effort. The ERSP team remains optimistic that with the strengthened relationship being nurtured with the MOE and a growing understanding of the program and its goals that we will be able to complete the targets set for this annual plan period. In this next quarter we will make the projections for the five- year work plan and submit it for approval.

Acronyms

CADER	ChangeAgent for Arab Development and Education Reform
CCU	Career Counseling Unit
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
ICT	Interactive Communication Technology
MIS	Management Information Stream
MOE	Ministry of Education
PD	Professional Development
SBM	School-Based Management
SC	Save the Children
TC	Technical Committee
TOT	Training of Trainers

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III. Program Description and Goal

A. Overview of Program

At present, Jordan confronts a region in social and cultural crisis and the growing complexities of regional and global economies that require Jordan to compete beyond its borders for resources and to use them wisely. These challenges are compounded by a large transit of students from private to public schools, as costs rise and families can no longer afford private education; cultural clashes as immigrant communities emerge and expand; and rapid turnover in teachers as many shift to better paying jobs. In this environment the Ministry of Education has committed to significant reform. The first five years of the Education Reform for the Knowledge Economy (ERfKE 1) produced notable achievements.

Indicators of the substantial progress under ERfKE include: (i) the roll-out of the new curriculum, as well as the development of new textbooks and new assessment techniques; (ii) expansion of access to, and the use of, information communication technologies and e-learning material for both learning and management; (iii) innovative designs and initiation of an ambitious school construction and extension program; (iv) the expansion of access to early childhood education; and (v) the publication and wide distribution of the National Education Strategy.

ERfKE I implementation also included key challenges that have hampered attainment of greater results. These include, but are not limited to: sufficient capacity to implement and sustain the momentum of implementation; accurate monitoring and evaluation of the pace, extent and quality of change - the impact of the reform initiatives; and full understanding of the implications of large investments in ICT for teaching and learning. More specifically, Jordan's reform process has been hindered by insufficient mobilization of the stakeholders who are most directly involved in the teaching and learning process-- namely the teachers, principals and students who are expected to translate policies into action. Real genuine change can only occur when these stakeholder groups reach a certain level of technical capacity and understanding that is supported through participation and decision making power. While ERfKE has facilitated some impressive changes in teaching practice around the country, the general transformation of teachers' mentality, techniques and approaches is slower than desired.

ERSP's aim is to provide support under the ERfKE II Reform to continue the transformation efforts of educational professionals engaged at all levels of the education system. ERSP is a five-year program worth up to \$42.5 million dollars with a contract start date beginning May 13, 2009. This is the first quarterly report submitted by ERSP. It covers the period between May 13 and September 30, 2009.

B. Program Goal

The purpose of the Education Reform Support Program (ERSP) is to assist the education sector develop the capacity to implement and sustain the specific objectives of the soon to be launched ERfKE II reform. ERSP is working with the Ministry and the sector to:

- introduce consistent models and processes to build institutional structures, systems and resources;
- develop and implement effective school-level training and support programs;

- provide 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; and
- in these efforts engage public and private partners in the efforts to achieve the aims of ERfKE 2.

IV. Program Component Activities and Progress

The program has four components. A detailed list of Program Components, Tasks and Sub-activities and their status is attached to this report in Annex 1.

A. General Program Start-Up

This is the first quarterly report for the ERSP Project. ERSP was awarded May 13, 2009. The Project Director, COP and DCOP arrived in Jordan May 26th to prepare for program start-up and participate in introductory meetings with the Ministry, the DCU and USAID.

During the first two months of the program there were numerous activities underway, including: (1) organizing the ERSP technical teams, preparing the annual plans and orienting the ministry to the new programs; (2) hiring project staff; (3) finding and establishing a Creative Office (4) officially registering Creative and its international staff.

ERSP submitted its first annual plan on July 2, and it was approved by USAID within the week that followed. Subsequent to this approval, the ERSP team spent a concentrated week presenting each component to the 4 different MOE technical committees assigned to ERSP. The approval process took far longer than anticipated. While ECE received their approval in mid-August, YTC and PD did not receive formal approval until September and even then the approval was tentative. Even though USAID had met with MOE officials to present the program and its components, the MOE seemed unclear on the primary purpose and goals of the program and the large meetings did not seem the most conducive to establishing depth to their understanding since within these forums there were many competing agendas and internal disagreements. Small forums with the technical departments prior to these gatherings would have been useful, but the MOE did not grant permission until later for program staff to meet directly with technical departments.

During July the project suffered the resignation of the Minister of Education and the USAID Education Team Leader, who played primary roles in negotiating the ERSP program and bi-lateral agreement. We believe this was a significant factor in the extensive delays and numerous sessions called to re-clarifying and re-negotiate the ERSP program focus.

Technical Committees have been assigned for (1) ECE, (2) STC & Life Skills, (3) MIS and (4) PD. Given changes in the Ministry and a series of transfers and retirement of personnel we have been informed that these committees will be revised in the next quarter.

By the end of July Creative had hired 16 employees. On August 2 we moved into our new offices. By mid-July Creative Associates and its international staff were all legally registered with the Government of Jordan.

During these initial months Save the Children and CADER were both busy hiring new program staff and engaging in the start-up planning process. They mobilized their technical

teams quickly to assist in pulling together the annual work-plans and presentations to the various committees at the Ministry of Education.

B. Program Component Area 1: Early Childhood Education

ERSP will assist the Ministry's ECE Department 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, including these topics: 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 and personal development and life skills of teachers. 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

Key Activities

- On August 17th the MOE granted approval to proceed with the ECE portion of the ERSP annual work plan.
- The ECE technical committee was formed and convened on several occasions to review various aspects of the implementation plan as well as assigned technical departments specific tasks to carry through with certain activities.
- The ECE TC TORs were developed and submitted for review and approval.

Challenges/Successes

- The approval of the annual work plan took longer than expected, though the ECE was approved more quickly than the other component areas in part due to the familiarity of the ECE needs and the experience the TC committee members have had in working collaboratively on programs.
- The ECE Technical Committee met and while it grasped the main objectives of the ECE work plan the details on activity implementation were still not clear to them.
- The ECE TC members have begun to mention the payments they received from previous programs for participation as well as payments that the MOE provides them for additional work on committees, assessments etc, and asking ERSP whether it will make such payments.

Next Steps

- Conduct a full-day workshop for TC members to really understand the details of the annual work plan

Work Plan Modification

- Activities are shifting into the next quarter. The timeline will be condensed for the next 3 quarters to keep this school year's implementation expectations.

Objective 1.2. Improved and Sustained Early Childhood Facilities

Key Activities

- A draft of the procurement list has been approved. This draft was used to solicit quotes to configure the procurement list against the budget ceilings. Following the needs assessment conducted at schools an official RFP will be requested seeking competitive quotes on items. A final list will be presented to the MOE based on the approved draft and the items and quantities that fit within the ceiling budget.
- The first set of 50 schools to be upgraded has been identified.

- ERSP submitted a request to the MOE to do a site assessment of 30 of the 50 schools.

Challenges/Successes

- The approval process for the MOE has not been efficient and thus serious delays have been experienced between the time a required approval for program activities is submitted and a response is provided.
- There is a delay in the MOE identification of the requested number of KGs that comply with the agreed upon criteria. One concern over time will be the MOE capacity to identify the KGs in a timely manner so construction can adhere to the timeline for completing 270 schools six months before the end of ERSP to allow for training.
- The ERSP team is required to process through an ever expanding list of added approval steps as we push to get program activities underway. The MOE shows a preference to have activities conducted sequentially rather than simultaneously as planned.
- The MOE has requested a postponement of the development of a maintenance plan until the task force is formed, which will be done once ERfKE II is initiated and a Task Force is assigned.

Next Steps

- We need to continue the conversation with the MOE on establishing a more efficient approval process.
- Once approval is received the site assessments are to get underway immediately so that the RFP can be finalized and issued.
- A final procurement list will be presented to the MOE based on the approved draft and the items and quantities that fit within the ceiling budget
- We need a timeline for the KG site identification across the life of the project to prepare the MOE for the demand that will be placed upon them.
- We will request a purchase waiver from USAID since the ERSP agreement was issued under a 000 geographic code, and renovations and procurements should be done locally to be cost effective.

Work Plan Modification

- There is a shift in the overall timeline, but presently it is still possible to complete the annual work plan expectations if approvals come in an efficient manner from the MOE.

Objective 1.3. Enhanced Skills and Behaviors of ECE Personnel

Key Activities

- We have reviewed resource materials and approaches for ECE and identified areas in need of improvement, in collaboration with the TC and members of relevant technical departments and agencies such as UNICEF and NCFA.
- Materials needed for ECE training centers has been identified.
- Assessment tools for Grade 1-3 teachers have been developed.

Challenges/Successes

- With the late approval of the annual plan some activities were delayed in the attempt to prioritize certain activities to get the ECE component moving.

Next Steps

- Seek approval for conducting the assessment with Grade 1-3 teachers.
- Get MOE feedback and approval for the tools to be used in the assessment.

- The ERSP team will continue to seek clarification on the approval process expected for proceeding with the implementation of activities.

Work Plan Modification

- There is a shift in timeline, but presently it is still possible to complete the annual work plan expectations if progress continues to be made and approvals come in an efficient manner from the MOE.

Objective 1.4. Increased Parental Involvement and Peer Support in ECE

Key Activities

- A review and revision of training materials for PI is underway.

Challenges/Successes

- With the late approval of the annual plan some activities were delayed in the attempt to prioritize certain activities to get the ECE component moving. This activity was one that was pushed back slightly.

Next Steps

- Seek feedback and approval for PI assessment activities and tools.

Work Plan Modification

- There is a shift in timeline, but presently it is still possible to complete the annual work plan expectations if progress continues to be made and approvals come in an efficient manner from the MOE.

Objective 1.5. Improved Quality of Overall Kindergarten Experience for Children

Key Activities

- 1350 Quality Assurance packages developed by the MOE in collaboration with participating stakeholders and the basis for their needs assessment roll out. The printing of these packages was an added work plan request from the MOE.
- New agreements have been reached between ERSP and the MOE regarding the type of support the MOE wishes to have from ERSP. Initially we were to begin with assisting the MOE in reviewing their QA system, but they wish to continue the implementation of the QA system and seek support for improvements later based on an assessment of current activities.

Challenges/Successes

- Quality Assurance was the one activity area in this component where the ministry had a very different opinion of its needs than those identified in the RFA and the proposed action plan. The team revised the focus from beginning with a review of the current QA system to assisting the MOE implement the system they have and postpone reviews until they have had a chance to conduct a round of QA assessments.

Next Steps

- The ERSP ECE team will wait until the MOE finalizes the first round of the QA assessment activities (November-January).
- In December the QA specialist will be hired.
- In January we will conduct the QA workshop reviewing the assessment activity as conducted.

Work Plan Modification

- There has been a shift in timeline, but presently it is still possible to complete the annual work plan expectations if progress continues to be made and approvals come in an efficient manner from the MOE.

C. 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 skills identified in 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 business and 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 the structuring and institutionalizing public private partnerships with the Ministry of Education which aims to equip students with workforce related skills highlighted in the three objectives 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

Key Activities

- The ERSP team began the situational analysis for MIS Online and visited one school before the MOE asked the team to halt.
- The literature review was completed with a literature summary produced.
- A content analysis was completed comparing a sampling of MIS Online learning objectives with those identified for the general MIS Stream.
- Initial interview guides, questionnaire and survey instruments were drafted and are ready for review by the external consultant.
- A revised draft of a situational analysis was planned and a TOR for hiring an external consultant was drafted.
- Debate was underway concerning the research questions which should be set prior to hiring a consultant.

Challenges/Successes

- The MIS portion of ERSP has been quite a challenge, because some MOE staff does not agree with the focus for program support in the ERSP Agreement. The issues appear to be more related to this underlying issue than the actual structure of the intended analysis. However, some MOE staff are concerned that the ERSP team may be biased in its assessment of MIS Online, so ERSP has agreed to hire an external consultant.

Next Steps

- A TOR for an external consultant is being drafted.
- Agreement needs to be reached with the TC on the final research questions prior to the TOR being finalized.

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).

Work Plan Modification

- The situational analysis will be completed in January if all approvals are received in a timely manner. This means that decisions regarding the future of ERSP support to MIS online are postponed until February.

Objective 2.2 Institutionalized School-to-Career Program

Key Activities

- A TOR was drafted for the assessment of the STC, advertised and initiated the bidding process.
- The criteria were developed and agreed upon with the MOE for the selection of the schools for the STC and Life Skills activities.
- An official letter requesting a list of STC and Life skills schools has been submitted.
- A draft roll-out strategy has been created in collaboration with the MOE for the STC program.
- The curriculum for STC has been reviewed and the framework for updating the curriculum has been developed.

Challenges/Successes

- The TC members for the STC and Life skills group are hesitant in their role, perhaps due to an uncertainty about their role and authority in the process. There has been a change in managing directors in the key Directorates with which we are working (Example: General Education) that have not been engaged in TC meetings or other meetings to assist moving the YTC agenda along.
- Numerous meetings have been convened with the YTC TC. Unfortunately, during these meetings the TC is not reaching conclusions and granting approvals for implementation. Many of the issues raised in the TC should have been thoroughly discussed with technical departments prior to the meeting to advance the issues in the TC meeting. However, as mentioned above, the technical departments are not certain they are permitted to meet with the ERSP team outside the TC and in the absence of the DCU coordinator.
- In the past schools have been selected based on a criteria with the collaboration of the technical departments who are familiar with the criteria and individual schools participating in various activities. The DCU coordinator has insisted the school selection be done solely by the planning and research department with no participation from the technical departments.

Next Steps

- The COP and DCOP have sought clarification from the DCU that the ERSP teams are to be working directly with technical departments and that these working sessions are the basis for what is presented to the TC. The Director of the DCU agreed that indeed this was the case and she was surprised that this did not appear to be clear amongst the departments. We requested a memo be written clearly stating this mode of operation so that there would be no further confusion.
- The delay in the STC assessment consultant hiring was an internal oversight as the review was mistakenly placed on hold while the DCOP was out of country. The Life skills and STC needs assessments will be implemented simultaneously. Approval needs to be sought from the DCU prior to finalizing the appointment of these needs assessments consultants. Following this we will contract the consultants immediately.
- We are still waiting on an approved school list for the STC program that matches the criteria agreed upon by the MOE and ERSP.

- The curriculum and the framework for updating the curriculum are to be presented to the TC for approval.

Work Plan Modification

- The dates of the timeline are definitely shifting. However, at present ERSP still believes that the annual targets for this year may still be met if an appropriate school list is provided by the end of October.

Objective 2.3 Improved Life Skills Education

Key Activities

- The TOR drafted for the assessment of the Life Skills through Sports Program, which was implemented in Phase 1 of ESP, was advertised and the bidding process initiated.
- The criteria were developed and approved with the MOE for the selection of the schools.
- A list of STC and Life skills schools has been requested.
- Save is collaborating with Amman Municipality on a cost share scheme to support to schools in this municipality to help renovate or build school play grounds and provide the accompanying technical support from Save.

Challenges/Successes

- UNICEF is implementing a project with the MoE on integrating a basic Life Skills Framework within the different subject matters curricula, including the Physical Education. The TC had difficulties differentiating between UNICEF's project and ERSP project and was fearful that they were duplicating efforts. The distinction has since been clarified.
- Technical departments have been excluded by the DCU YTC coordinator from active participation on certain decisions that in the past have been part of their purview. This is causing a delay in the work to be carried out as well as diminishes their sense of ownership.
- In the past schools have been selected based on a criteria with the collaboration of the technical departments who are familiar with the criteria and individual schools participating in various activities. The DCU coordinator has insisted the school selection be done solely by the planning and research department with no participation from the departments.

Next Steps

- Proceed with contracting the external consultant to conduct the life skills assessment.
- Follow-up on the school list.

Work Plan Modification

- The dates of the timeline are definitely shifting. However, at present ERSP still believes that the annual targets for this year may still be met if an appropriate school list is provided by the end of October.

D. 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 establish a professional development system. While the Ministry needs to claim 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, pushing the reform agenda and diligently pursuing 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 as they relate 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.

Key Activities

- The Induction program for the newly appointed teachers was delayed until next year. This decision was made by USAID in response to the MOE's hesitation and delays regarding the approval for ERSP to proceed with this activity at the time new teachers were being appointed.

Challenges/Successes

- Discussions will need to begin in the second quarter to plan for next year's induction program.
- Longer term visions towards a "real" pre-service program should occur.
- ERSP will assist the MOE in identify the leadership and the forum for engaging the stakeholders in guided discussions on the future role of ETC in the provision of induction or pre-service programs as well as establishing the longer term system for the provision of pre-service programs.

Next Steps

- ERSP is to collaborate with MOE appointed consultant tasked with developing the future professional development framework.

Work Plan Modification

- The induction program for 400 teachers was removed from year 1. The funds were reallocated to the support for training teachers assigned to the JSP newly constructed schools.

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

Key Activities

- MOE approval for the annual work plan for the professional development component was not received until September 2 and even that approval was subject to conditions that were vague causing further delays in moving discussions forward.
- CADER developed training content for the in-service teacher training program.
- Training content has been submitted for approval by the MOE.

Challenges/Successes

- ERSP will continue to seek approval from the MOE/DCU to move forward.
- ERSP will continue to seek concrete approvals for sub-steps in the implementation process, such as the assigned field directorates, schools, content, etc.
- ERSP will contribute to the discussions on longer term visions of a sustainable PD system.
- ERSP will have to assist the MOE in identify the leadership and the forum for engaging the stakeholders in guided discussions on the future role of the Education Training Center in the provision of in-service programs as well as establishing the longer term system for the provision of in-service programs.

Next Steps

- Schedule meetings with the DTQS to get the detailed implementation activities moving and content approved
- Collaborate with MOE appointed consultant tasked with developing the future professional development framework.
- Follow-up on the official request for the approved participating field directorates for the first round of professional development programs.

Work Plan Modification

- It remains possible to implement the 3 phases of the in-service training program as planned within this school year if we are able to get necessary approvals to at least implement the foundations training in the first semester.

Objective 3.3. Change Leadership Training for Principals and Supervisors

Key Activities

- CADER developed the training content was developed for this program.
- Approval for the annual work plan for this component was not received until September 2 and even that approval was subject to conditions that were vague causing further subsequent delays in moving discussions forward.

Challenges/Successes

- Continue to seek approval from MOE/DCU to move forward.
- Continue to seek concrete approvals for sub-steps in the implementation process, such as the assigned field directorates, schools, content, etc.
- Longer term visions towards a PD system should occur.
- Determine the leadership, and gain momentum, for a MOE guided discussion across stakeholders for the future role of ETC and the future system for in-service training.

Next Steps

- Schedule meetings with the DTQS to get the detailed implementation activities moving.
- Collaborate with MOE appointed consultant tasked with developing the future professional development framework.
- Meet with the TC to obtain approval for training content.

Work Plan Modification

- Currently the tasks are on schedule for objective 3.3 since the activities were due to begin in January.

Cross-Cutting: Enhancing Institutional Capacity to Delivery PD Programs

Key Activities

- Engage in meetings with MOE, QRTA and CIDA to clarify existing PD activities.

Challenges/Successes

- Determine the leadership and gain momentum for a MOE guided discussion across stakeholders for the future role of ETC and the future system for in-service training.

Next Steps

- ERSP will collaborate with MOE appointed consultant tasked with developing the future professional development framework.

Work plan Modification

- Most of the cross-cutting issues are to be undertaken beginning year two once relationships are solidified between ERSP and stakeholders and activities are

- underway to engage MOE staff in practical exposure that stimulate discussion on the cross cutting issues.
- ERSP could not assume leadership on professional standards discussion in the first quarter due to a variety of factors related to project start up, relationship building and donor coordination.

E. 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 program engagement 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 can be found and is available for use today in making wiser decisions about school improvement priorities, but principals, teachers and communities lack the tools to use the data to make decisions.

The ERSP Team 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. The level at which data is aggregated will alter so as to have them analyzing data from the perspective of their role within the system.

Objective 4.1 Improved Capacity at the School Level

Key Activities

- Following the ERSP orientation meeting with the MOE a follow-up meeting was called to discuss component 4 specifically, because there was a clear lack of agreement on the objectives and activities of this component. The main issue seems to be the extent to which ERSP will support hardware development and a centralized data repository development rather than supporting the use of data which currently exists in the system to build human capacity to use this for decision -making. This meeting was attended by representatives from ICT, DCU, QRC, USAID and ERSP to discuss the needs that the Ministry felt should be considered in determining the future support of ERSP.
- It was agreed that EMI Systems should come to Jordan to assess the current situation.
- A TOR was drafted and approved by USAID and the DCU for EMI systems.
- EMI Systems came to Jordan for an initial orientation visit and to conduct the assessment according to the approved TOR.
- EMI Systems submitted a draft report on the visit.

Challenges/Successes

- The draft report from EMI Systems did not meet with expectations and significant revisions were requested.

Next Steps

- ERSP is awaiting the revised report. This report will be the basis of discussion for determining the future direction and activities of ERSP support.
- The revised report will be shared with the MOE and then schedule a meeting with the MOE, USAID and ERSP to determine the future focus of program support.

Work Plan Modification

- An action plan is to be determined in collaboration with the MOE and USAID based on the discussion of the report findings.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

See Objective 4.1 Remarks.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Key Activities

- Several meetings were conducted with JEI to determine capacity needs, priorities, and types of capacity building activities that can be undertaken.
- A rough draft of an annual work plan was developed with JEI.
- Some initial attempts were made to engage JEI in the data collection activities for the MIS situational analysis; however it remains unclear as to how much manpower JEI has to participate in such activities.

Challenges/Successes

- Other priorities for project start-up have taken precedence over this activity, also taking into account that JEI key staff traveled a considerable amount over the summer and were not available.
- There has been reference to the desire to house a “data repository” by ICT Directorate as well as JEI. The concept behind the jargon remains unclear and does not yet resonate with USAID or ERSP.

Next Steps

- ERSP will solidify the goals and priorities for support to JEI.
- ERSP will conduct a review of capacity needs to determine means by which these needs can be addressed.

Work Plan Modification

- Delay in activities.

V. Contracted deliverables or results

IR	Task	Activity	Outputs/Outcomes	Due 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 strengths and weaknesses and identifying the % that ERSP was able to tackle	September-09	Delayed	Assessment Report
	2: Develop and implement an overall sustainability framework	1: Technical Committee (TC) with clear TOR	ToR developed for TC and teams established	September-09	Completed	List of committee members and <u>DRAFT</u> ToR
1.2: Improved and Sustained Early Childhood Facilities	1: Renovate, furnish and equip KGs to Ministry standards	1: Identify, select and prioritize 270 kindergartens for upgrading with ECE Division	50 KGs are identified	September-09	Completed	List of selected KGs
		6: Review, revise, simplify, agree and procure list of furnishings (deliverable)	A list with at least 5% less of items is prepared	August-09	Completed	<u>INITIAL</u> list of required furnishings
		7: Conduct bidding process and procure furniture and equipment	Furniture for 50 KGs is procured	September-09	Delayed	Inventory list of furnishing and equipment procured
	2: Train teachers and principals on managing the physical environment	1: Facilitate participatory assessment of teacher and principal organization and management capacities of class environment	Report on 3 FGDs conducted (1 per region) with school leadership and community to participate in assessment	September-09	Delayed	Assessment Report
		2: Develop plan for improving teacher and school principals' capacities to manage and organize the environment (deliverable)	Work plan developed based on assessment findings	September-09	Delayed	Planning Document

	3: Develop a plan for sustaining a healthy learning environment	2: Work with ECE TF to address, plan, budget for maintenance of KG equipment, rooms	Maintenance plan set	September-09	Delayed	Maintenance Plan
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	August-09	In Process	Assessment Report
1.5: Improved and Sustained Early Childhood Facilities	1: Support the Ministry as they apply a system of standards	1: Engage MoE in workshop to support plans	Workshop conducted, assistance identified and support plan finalized	September-09	Delayed	Standards for equipping KGs
Component 2: YTC						
NA	1: Establish management teams	1: Identify Program Management Committee for MIS, STC and Life Skills with the MOE	STC WSTF is established	August-09	Completed	List of committee members and DRAFT ToR
Component 3: PD						
3.1: Pre-service professional development	1: Develop a teacher induction course	1: Content development for foundation training	4-day training content	June-09	Completed	Total of 36 training sessions developed and will be finalized and approved by MoE; 4 MoE reps and various members of the PD TC provided some feedback
		2: Content development for Generalized training	20-day training content	July-09	Completed	
		3: Content development for Specialized training	12-day training content	July-09	Completed	
3.2: In-Service professional development: school-based model	1: Identify priorities and design an in-service course	1: Identifying priorities in terms of directorates	choosing 6 directorates to start with	August-09	Delayed	List of approved selected directorates, as per letter from MoE
		2: Content development for Generalized training (School based training)	12-day training content	August-09	Completed	Total of 28 training sessions developed and will be finalized and approved by MoE;

		3: Content development for Specialized in-service training	12-day training content	September-09	Completed	4 MoE reps and various members of the PD TC provided some feedback
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	August-09	Completed	Total of 27 training sessions developed and will be finalized and approved by MoE; 4 MoE reps and various members of the PD TC provided some feedback
		2: Content development for principal training	12-day training content	September-09	Completed	
		3: Content development for supervisors training	5-day training content	September-09	Completed	
Component 4: Data Use						
4.3: Strengthen monitoring and evaluation of the JEI (used to be component 2.4)	1: Set goals and monitor progress	1: Hold initial workshop with JEI to get goals for ERSP support, lay out a 5-year plan	Project goals and plan for JEI support	July-09	In Process	Still need to clarify goals before developing plan
		2: Assist JEI in developing a Year 1 work plan and getting approval from USAID, if needed	Year 1 work plan	August-09	In Process	Draft work plan for year 1
		3: Meet w/ JEI monthly to monitor progress	Monthly progress reports and reviews	ongoing, start Sep. 2009	Ongoing	Monthly progress report not available
	2: Provide grants for technical assistance	1: Issue solicitation and award first annual grant to JEI for M&E capacity-dev support of 5 years	Grant awarded	August-09	Delayed	Grant Agreement
		3: Undertake the capacity-building activities.	Capacity-building activities undertaken	ongoing, start Sep. 2009	Delayed	Activity reports (<i>still nothing to report on</i>)

NOTES:

1) Text written in black indicates the activities noted have specific indicators that need to be tracked, as per the PMP.

2) Text written in blue indicates that the activities noted have specific deliverables due upon completion, though they may not have specific indicators that need to be tracked as per the PMP.

VI. Training

Given this is the first quarter of the project and the extended approval process with the Ministry of Education no training was conducted this term.

VII. Project management

A. Meetings with USAID and partners

Date	Participants and Meeting Topic
General:	
1-June-09	Initial Welcome Meeting with the Minister, DCU, USAID and Creative
3-June-09	Initial Welcome Meeting with DCU and Creative
7-June-09	Program Launch by Minister, Managing Directors and the ERSP Team
11-June-09	Meeting with USAID, ICT, DCU on Component 4 focus
15-16-June-09	Participate in QRTA Professional Development Workshop
9-Aug-09	Meeting with DCU and USAID on the Annual Work Plan approvals
23-Aug-09	Meeting with MOE (SG, DCU, MD), USAID, CIDA, SJE, and ERSP on the School Development Program
Component 1: ECE	
12-Jul-09	Official orientation meeting to introduce the ECE to MOE
12-Aug-09	DCU KG Division: discuss KG selection criteria and list of furniture, equipment and toys
31-Aug-09	ECE DCU coordinator: discuss next steps
15-Sep-09	TC2: review ToR and identify next steps
29-Sep-09	MoE Training and Supervision Directorate and KG directorate: discuss training material
Component 2.1: MIS	
14-Jul-09	Official orientation meeting to introduce the MIS to MOE
26-Jul-09	Introductory meeting with DCU
	FGD with MoE: data collection to define MIS measurement areas
29-Jul-09	Introductory meeting with Training and Supervision Directorate
30-Jul-09	Introductory meeting with Curricula and Textbooks Directorate
	Introductory meeting with MIS Online Technical Committee
18-Aug-09	MIS Online presentation and feedback meeting with Technical Committee
1-Sep-09	FGD with ERSP/MIS Technical Committee
Component 2.2 and 2.3: YTC	
13-Jul-09	Official orientation meeting to introduce the YTC to MOE
2-Aug-09	Orientation on Life Skills program and support needed
2-Aug-09	Meeting with MD: Orientation on STC program and support needed
24-Aug-09	Orientation on Life Skills program and support needed
25-Aug-09,	Meeting with MD: Orientation on STC program and support needed
12-Aug-09	Kick off for YTC: STC & Life Skills
7-Sep-09	1st TC meeting: Orientation on YTC-STC & Life Skills/ revision of schools selection criteria
9-Sep -09	Meeting with MD: Orientation on STC program and support needed
11-Sep-09	Meeting with MD: Orientation on STC program and support needed
13-Sep-09	Meeting with MD: Orientation on STC program and support needed

14-Sep-09	2nd TC meeting: revision of TC Committee ToR
Component 3: PD	
15-Jul-09	Official orientation meeting to introduce the PD to MOE
10-Sep-09	With the Technical committee to approve the plan and agree on starting dates and directorates
15-Sep-09	With the Technical committee to approve the content outlines
Component 4: Information Use	
9-Aug-09	Ministry of Education, Development Coordination Unit (DCU)
16-Aug-09	Summary Presentation by EMI Systems to MOE Departments, DCU, Creative

B. Field Trips

Component 1: ECE	
Aug. 9-11, 09	ERSP's construction and procurements team conducted field inspections on renovated KGs in ERfKE1 to avoid usage of inappropriate construction materials.
Component 2.1: MIS	
Sep. 7, 09	The MIS assessment team visited the Hussein Bin Talal Comprehensive School for Boys in Irbid to collect data from the field (practitioners and beneficiaries) pertaining to the MIS Online Situational Analysis
Component 4: Information Use	
Aug. 9, 09	EMI Systems visited Ain Jalout School to see how they use data for decisions
Aug. 16, 09	EMI Systems visited Sukaina School for the same purpose.

C. Key personnel vacancies

Position	Expected date of replacement
PD Team Leader	November 1, 2009

D. Consultants

Dates of consultancy	Name of consultant	Activity
There were no consultancies during this period.		

E. Other notable management events

Describe in one paragraph any significant management event not covered above.

VIII. Summary of Challenges and Actions

The most serious challenges facing ERSP in its first quarter stemmed from the weak understanding among Ministry staff of the objectives and activities in our Agreement with USAID. The more critical challenges were getting the Ministry's approval of the annual work plan, establishing an effective system of MOE approvals for activities and sub-activities, gaining direct access to technical departments, initiating the MIS and Data Use components addressing the issues on whether ERSP should pay MOE staff for their engagement in project activities. Overall, we have made good progress in meeting these challenges, but some persist.

Annual Work Plan Approval: The approval of the Annual Work Plan components by the MOE offices proved more difficult than anyone had anticipated. The ECE work plan was approved earlier than the others, but even that plan was not approved until the middle of August, more than a month after presenting the component in detail. The YTC and PD plans were approved in September, following a series of meetings and communications between ERSP, USAID and the Ministry, with USAID insisting that the MOE move forward in the absence of justifiable reasons not to.

Efficient MOE Approval Process for Activities: There are on-going difficulties in seeking MOE approval for each individual activity within the activity clusters. In collaboration with the DCU we are seeking a more efficient follow-up process to track responses to official letters of requests related to program implementation. We will also seek to try to cluster activities for approval, which has not been possible to date. The MOE has shown a preference for us seeking approval for activities and plan implementation of activities sequentially rather than having numerous activities taking place concurrently as planned in the work plan and required if we are to meet with program. Through on-going dialogue we expect that with their increasing familiarity and support of the work plan that this will not remain an issue.

Direct Access to Technical Departments: Through the next quarter we will continue to build relationships with the technical departments we are working with and continue to insist that this collaboration does not always need to be done in the presence of the DCU. As a capacity building project our engagement directly with technical departments enhancing their technical capacity is the most pertinent aspect of our presence. It is the work, products and decisions that emerge from this process that are to be directed to the technical committees. We are not a pilot program and are not wishing to run programs parallel to the MOE so the primary engagement with the MOE should by no means be technical committee meetings seeking approvals for program activities.

Initiating MIS and Data Use Program Areas: The MIS and Component 4 (Data Use) are lagging behind the others in establishing the five-year focus. For both components there remains a difference of opinion between ERSP's Agreement with USAID and what some individuals in the Ministry seem to want. The dialogue is progressing in these areas, both discussions will be informed by assessments, from which areas of need should be identified and priorities determined. We expect that issues in Component 4 will be resolved within the next quarter and that the MIS component will be resolved in the third quarter, once the MIS consultant has contributed to the assessment of MIS Online and the situation is defined in terms that all have agreed to accept.

Payments to MOE for Engagement: Finally, a foreseeable challenge ERSP will face in the future is the USAID's policy, with which ERSP is in full agreement, not to pay MOE personnel for participation in ERSP programs. The MOE personnel continue to cite the practices of other programs and the Ministry paying staff beyond their base salary for participation in various activities. We are committed to supporting the USAID policy, but acknowledge that this will be an on-going dialogue with the Ministry and one in which we will require full support of USAID.

IX. 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](#)