

Education Reform Support Program (ERSP)
Quarterly Report
January 1, 2010 to March 31, 2010



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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., Um Uthaina
Amman, Jordan

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Executive summary

This is the third quarterly report of year one of the Education Reform Support Program (ERSP). It covers the period between January 1, 2010 and March 31, 2010.

Relationships between ERSP team members and the Ministry have grown much stronger and more productive in this quarter. Technical Departments of the Ministry, especially those concerned with the project's Early Childhood Education (ECE) and Professional Development (PD) components are affirmatively taking a lead, and their role as decision makers in our collaborative efforts has been reinforced by the Minister and the Secretary General. There is now a much greater mutual understanding of the linkages between the ERSP and ERfKE 2 goals and strategies and the means by which we may work together to achieve these common goals. Working with the Development Coordination Unit (DCU) ERSP has developed an approval matrix to clarify the required approval process and reinforce the Technical Committees and their chairs as the decision making authorities.

Project challenges and delays continued into the third quarter, especially with regard to the YTC component. However, with the imminent launch of the ERfKE 2 program in March 2010 the motivation within the Ministry to bring these negotiations to closure was stronger and the approval process accelerated greatly. The result was that ERSP ended 3rd quarter with 3 of the 4 ERSP component areas fully active. Several major school-based activities will shift into year 2 to allow proper preparation work, including developing support materials and trainer capacity, which are currently underway. Implementation of some activities of the ECE component is currently held up by several assessments undertaken by ERSP and the Ministry to inform the follow on activities; however, these assessments are well-founded and will result in products that inform policy and practice, including a comprehensive policy document, an institutional capacity development plan that responds to the comprehensive national ECE policy, a single comprehensive training program for all ECE teachers, and a clearly defined set of competencies for ECE teachers and supervisors upon which training is based.

Advances in the Professional Development component have been prominent this quarter. ERSP is engaged in institutional reform activities guided by Ministry consultants. In the course of these activities, there has been a notable growing recognition within the education sector for the experience of ERSP partners.

While the induction program was postponed, the other training programs are expected to be fully implemented as planned. We are working closely with the Department of Training, Qualifications and Supervision (DTQS) to address implementation issues that have emerged, with their ownership and commitment growing in this process. The implementation is not without challenges that coincide with larger issues of teacher incentives and ranking structures. DTQS and ERSP are working in collaboration to address these as best as possible within their means.

ERSP and the DCU have a plan to coordinate the annual plans through the life of the program to ensure that they are fully integrated. As implementation strategies are rolled out, Ministry staff responsibilities and timelines will be fully coordinated with those of ERSP. This was something not possible in year one of ERSP, when the Ministry's annual plans were already active and ERfKE 2 had not yet been launched.

The events of this quarter have increased our confidence that ERSP is making firm progress toward its overall goal of increasing the Ministry's capacity to plan and manage activities in those components of ERfKE 2 that are supported by the project. In this respect, our patience during the first two quarters

has paid off, and project activities are becoming well integrated into the Ministry's plans and operations.

The quarterly report, herewith, describes the progress, challenges and future actions in more detail.

Acronyms

CADER	Change Agent for Arab Development and Education Reform
CATT	Core Analytic Training Team
CCU	Career Counseling Unit
CL	Component Leader
COP	Communities of Practice
CTT	Core Training Team
DCD	Deputy Country Director
DCU	Development Coordination Unit
DoGE	Directorate of General Education
DTQS	Directorate of Training, Qualifications and Supervision
DCT	Directorate of Curricula and Textbooks
ECE	Early Childhood Education
ECD	Early Childhood Development
ECED	Early Childhood Education & Development
EMIS	Education Management Information System
ERfKE	Education Reform for the Knowledge Economy
ERSP	Education Reform Support Program
ESP	Education Support Program
FD	Field Directorate
ICT	Interactive Communication Technology
MIS	Management Information Stream
MOE	Ministry of Education
NCFA	National Counsel for Family Affairs
PD	Professional Development
PDTC	Professional Development Technical Committee
PDTF	Professional Development Task Force
PI	Parental Involvement
PIS	Parental Involvement Specialist
PMC	Program Management Committee
PSC	Policy Steering Committee
QA	Quality Assurance
QAS	Quality Assurance System
QRAEE	Queen Rania Award for Excellence in Education
QRTA	Queen Rania Teacher Academy
SBM	School-Based Management
SC	Save the Children
SDU	School Development Unit
TA	Technical Advisor
TC	Technical Committee
TF	Task Force
TOT	Training of Trainers
TS	Training Specialist
YLM	Youth Livelihoods Mapping
YTC	Youth, Technology and Careers
WFTC	Work Force Technical Committee
WFS	Work Force Skills
WG	Working Group
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 services it provides as outlined in ERfKE 2. ERSP is assisting 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; and,
- engage public and private partners to help achieve the aims of ERfKE 2.

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 kindergartens (KGs), enhance ECE approaches applied by teachers, build principals' capacity to manage ECE resources, increase parental involvement in their children's development, and support the institution of the Quality Assurance system.
2. **Youth, Technology, Careers (YTC):** build the capacity of school counselors, teachers and supervisors to provide students the skills they need to participate productively in the workforce through: capacity development, renovation or equipping counseling centers, offices, and playgrounds, and supporting the effective application of MIS online.
3. **Professional Development (PD):** assist in the establishment of an in-service system for the professional development of teachers, principals and supervisors, support the implementation of an induction program for newly appointed teachers, and build institutional capacity within the MoE to provide effective PD systems for education professionals.
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 effectively in decision making.

General Summary of ERSP

Engagement between the Ministry of Education, particularly Technical Committees and technical departments and the ERSP team increased significantly. Approaches towards collaboration and cooperation improved with a notable increase in the understanding for each others' contributions, advancing the progress of ERSP. The official launch of ERfKE 2 on March 25, 2010 had an immensely positive impact on boosting the efforts of ERSP and over a consolidated period of time areas of activity which faced delays were rapidly approved and pushed to move forward. Below is the presentation of the ERSP activities, challenges and issues that are general to the program and immediate actions to be taken.

Successes Achieved this Quarter

- A new Minister was appointed, Ibrahim Badran, who appears to be active and interested in the programs supporting the MoE reform agenda. In March ERSP staff were called into a meeting with H.E. the Minister of Education, which resulted in affirmation that our support programs

should move forward and our expertise would also be welcome to address the broader issues and priorities supporting professional development for educators.

- The ERSP DCOP and ERSP Professional Development (PD) Component Leader, as well as other CADER members and Queen Rania Teacher Academy (QRTA), currently sit on a Minister appointed committee planning the framework and accreditation criteria for a new 6-month teacher certificate program. The Minister has offered a May 7th deadline for a final document to be presented to him.
- With the launch of ERfKE 2 the Ministry approved a series of Youth, Technology and Careers (YTC) work plans that had been delayed and incorporated the ERSP plans into the overall ERfKE 2 plan.
- Approval, and agreement in the case of Component 4, has been achieved for the ERSP approaches planned across all four component areas.
- The Year 2 annual plan was drafted. Also early arrangements have been discussed with the Development Coordination Unit (DCU) to fully integrate our plans into the planning process for the MoE that will begin in October and be finalized in December for the 2011 calendar year.
- The expansion proposal was approved and an amendment to the ERSP contract was received. While most expansion activities begin in Year 2, initial support activities are underway for the Jordan School Programs (JSP) schools professional development activities.
- DCU has improved its coordination capacity, as the Minister and Secretary General (SG) reiterated their role clearly as a coordinating body and the Technical Departments as the decision-making bodies.

Challenges

- The Technical Committee (TC) structure needs to be modified and the leadership on selected committees could use strengthening.
- While there has been considerable improvement in the support DCU is offering, not all members adhere to the clearly articulated role of coordinator.
- Due to continued shortages of MoE staffing in central Ministry departments, MoE staff with whom we work face many demands on their time and constraints in meeting ERSP work plan timelines.
- This quarter brought more significant changes within the Ministry personnel. While signs point to positive changes the challenge remains acquainting new personnel with our program and its objectives.

Actions to be Taken

- Establish regular meetings with the DCU, SG and Minister (through USAID)
- Fully partake in the Minister appoint PD teacher certification program committee and drive it towards an acceptable outcome by May 7th.
- Realign TCs, ensuring appropriate fulltime members from technical departments, relegating others to ad hoc membership when bringing expertise related to selected phases of implementation.
- Revisit the DCU coordinator selection with the DCU.
- Prepare ERSP component leaders to engage in the ERfKE 2 planning process to keep our ERSP plans fully coordinated and aligned into Ministry plans, especially as the MoE must plan simultaneously to implement activities that need allocated resources and personnel.
- Submit the Year 2 Annual Work Plan to USAID. Review and revise the five-year work plan based on changes made to sub-activities during the TC approval review process, especially for Component 2 and 4.

Program Component Activities and Progress

For each component and sub IR area, key activities and successes, challenges, 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.

C. Program Component Area 1: Early Childhood Education

ERSP is assisting the Ministry's ECE Department enhance its capacity and over the 5 years of the program will help them to recruit and train more ECE supervisors, improve systems and practice in applying the national ECE program, renovate and furnish kindergarten classrooms and playgrounds and train teachers to use resources in a way that is developmentally appropriate for children in these early years of schooling. ERSP will participate in ECE policy development activities as well as development of training program materials to be implemented by the MOE. ERSP will support the training of Grade 1-3 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

The third quarter posted several major successes, which will pave the way for numerous delayed activities to come. The DCU and technical department members were actively engaged in aligning the ERSP ECE work plan into the ERfKE 2 work plan and planning carefully for activities that will establish future directions for implementation. Among these critical activities was developing a comprehensive assessment strategy integrating several smaller assessments to be conducted within schools, agreement on the teacher competency assessment, approval of the TOR for a policy and institutional capacity assessment and planning consultant. Emerging from these assessments will be benchmarks addressing the emerging needs and expectations of performance of personnel and supporting systems and these will help clarify the appropriate support approaches assumed by the program.

Successes Achieved this Quarter

- The ECE Annual Implementation Plan has gone through further revisions. These revisions continue to reflect a close working relationship with the TC, are consistent with the ERfKE 2 reform plans, reflect broader MOE capacity building goals and are based on generally sound, logically articulated justifications.
- Due to the interconnectivity of the development of a comprehensive policy document and the plan guiding MoE capacity strengthening activities, ERSP developed an integrated TOR, which was approved by the ECE Technical Committee. This TOR was advertised and CVs were received for selection. The term set for its implementation is April through August 2010.
- The teachers' competency assessment is underway with the anticipated completion date of June 2010. The document that emerges from this will inform the work to be conducted enhancing supervisors, ECE division capacity and mapping out the ECE training programs.
- A report has been drafted identifying strengths and challenges in ECE documentation in ESP, however, the mapping exercise will more fully elaborate on the future needs.
- National Council for Family Affairs (NCFA) opted out of direct engagement in compiling a policy document, however, a more enlightened approach has been adopted to pursue the development of a policy document and link this policy to an institutional capacity development plan.

Challenges

- ERfKE 2 was launched during this quarter and as a result we anticipate an ECE Program Management Committee (PMC) to be formulated by the MOE to address higher level policy issues.

- ECE workshops are delayed waiting on the outcomes of the policy and institutional capacity assessment, the teacher competency assessment or the comprehensive assessment. (Prospective dates for completion range from June 2010 to September 2010.)
- Supervisor competencies/job descriptions are to be completed based on findings from the teacher competency assessment and training will be developed in response to these findings and the training mapping exercise.

Actions to be Taken

- The teacher competency consultant (objective 1.3) and the Working Group are completing this assignment. These findings along with those of the comprehensive assessment will inform the work on the supervisor competencies.
- The Policy and Institutional Capacity Development Consultant negotiations are being finalized. DCU agreement is to be sought and contract finalized to commence work.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved this Quarter

- 109 KG's sites were identified and 80 have been assessed, engaging school leaders in the process.
- Bidding, solicitation and procurement for renovation contractors was completed for the first 100 KG classrooms.
- A list of furniture, equipment and supplies has been reviewed, revised, and agreed upon with the ECE team and the ECE division.
- An RFP for the procurements of these goods has been released and offers received.
- The assessment of classroom environment management capacities has been integrated into a comprehensive assessment of the attitude, knowledge and skills of teachers and principals and teachers supporting the implementation of the national ECE program. The integration delayed this activity, but is recognized as an improvement in the approach. The TOR for this assessment has been approved by the ECE TC and CVs have been received for selection.

Challenges

- Renovation work has been delayed for the first cluster, which is to begin April 18th in new KG sites and roll-out in occupied KGs once KGs close for the summer holidays.
- Not all KG's assessed matched the minimum standards and criteria. Some KG sites were also renovated by other donors previously.
- Meeting the timeline across numerous activities has been a challenge due to a re-envisioning of the order of events as initially designed prior to discussions with the ECE TC. So while the timeline is a challenge the activities to be implemented themselves are expected to flow smoothly from the events presently occurring, albeit delayed.

Actions to be Taken

- Integrate the training module on physical environment in overall KG teacher and supervisor professional development; this has been delayed but will be integrated as appropriate through the training program mapping exercise.
- Work with supervisors to provide in-class mentoring and support to teachers in organizing and managing the learning environment will be done following the comprehensive assessment.
- Review the KG list with the MoE to identify replacement sites as well as new sites to be configured into the cluster roll-out scheme.
- Develop a plan for MoE KG opening ceremonies at newly renovated sites starting in the new academic year. Engage PPP and media involvement around the KG opening ceremonies.
- Begin a pilot phase of principal support activities in mobilizing communities.

- Contract the consultant to facilitate participatory assessment of teacher and principal organization and management capacities of class environment. (To start May 2010 as part of the comprehensive assessment.)
- Pilot the teacher- teacher peer support system in one cluster.
- Informed by the comprehensive assessment outcomes, develop and produce visual tools and tips for teachers on organizing the classroom.
- Develop a concept paper to address the private sector engagement. The actual private sector engagement activities will follow the renovation completion plan and in accordance with the academic year.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved this Quarter

- A mapping exercise of the existing MOE training materials and approaches is underway in collaboration with the Department of Training, Qualifications and Supervision (DTQS), DCU and the ECE division. This exercise is to determine areas covered, gap areas, redundancies to see if further consolidation of the overall ECE training program is possible and to ensure the comprehensive program addresses teacher competency development needs.
- A comprehensive assessment TOR was developed and approved by TC, advertisement published, and CV received for selection.

Challenges

- DTQS is concerned with modifying individual training program packages as some are linked to accreditation and ranking schemes so they hesitated in agreeing to this process.
- The initial timeline did not align with MoE's plans for preparatory or prerequisite activities, such as the comprehensive assessments and the training content mapping. So while the timelines are delayed the outcomes resulting from ERSP interventions should result in much stronger in impact.
- Training for KG teachers was also delayed because the program start and work plan approval dates did not allow for an integration of training program within the MoE timeline in this last academic year.

Actions to be Taken

- 4 ECE training centers were identified and their renovation will be integrated into the KG renovation schedule in the selected areas.
- Work with the ECE TC to finalize the draft teacher competencies.
- Complete the comprehensive assessment and use findings to inform training programs and other activities
- Guide the mapping process in full collaboration with the MoE and engaging specifically the DTQS.
- Design the thematic approach for G1-3 based on the findings of the comprehensive assessment.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved this Quarter

- The training for K-3 teachers and principals is underway and has been well received. This training program is to be completed in April.
- Developed parental involvement materials for school principals.
- Parental Involvement (PI) training was provided to 181 newly-appointed KG teachers, 218 principals and 24 field directorate staff. 2 central Ministry staff attended selected sessions.

- All trained teachers planned and implemented at least 1 activity per KG, a note of further success is that while 70 were financially supported by ERSP another 770 were implemented by teachers independent of program funds.

Challenges

- The mapping of training content needs to be completed in a timely manner to address PI training gaps within the existing training programs, incorporate content as needed and roll-out training through the integrated ERSP and MOE training schedule this next academic year.
- One of the challenges affecting the timeline on the mapping exercise has been the limited availability of the DTQS ECE training coordinator.

Actions to be Taken

- Integrate the PI into a compiled and comprehensive training manual for ECE teachers, which will coincide with the mapping exercise.
- Plan and integrated the G1-3 teacher PI training with the MoE training implementation plan.
- Communities of practice activities will be identified after the completion of the comprehensive assessment. We will develop a plan to roll-out the peer to peer community of practice activities with the renovations roll-out plan and in keeping with the academic year.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved this Quarter

- The ERSP ECE team has been available in an advisory capacity as the MoE completes the implementation of their piloting of the Quality Assurance (QA) system during this academic year.
- The ECE team is actively working with the ECE division, DCU and QA division to establish the follow-on activities that ERSP will support. These will be reflected in the revised annual plan and 5-year plan.
- The ERSP ECE team participated in a meeting to discuss the QA data collection process and experiences during implementation of the pilot.

Challenges

- The MoE had valid reasons to offer this pilot run of their QA materials before the project interjects its support to improving their system. We are actively engaged in planning for this follow-on support.

Actions to be Taken

- Hire the Save the Children Quality Assurance Specialist.
- Participate in remaining quality assurance activities being conducted in the final months of the school year.
- Plan for the follow-up review workshop.
- Design the self-assessment and seek TC approval for its use.

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

Initial discussion of the ERSP program focus and objectives, followed by the assessments conducted by external consultants of earlier YTC pilot interventions across the three objectives, consumed much of the first 3 quarters. Technical Committees were integral to the implementation process with every stage following approval protocols defined by the MoE. Late in the 3rd quarter of this year ERSP YTC work plans were integrated into the ERfKE 2 plan and agreement was reached for the strategies and activities that guide the remaining four years as well as the roll-out strategies that disseminate these efforts.

The review and approval process for this Component faced a long and arduous process. While the SG was encouraging us to move forward, the multiple TCs meetings required for each activity area were often delayed. Only 1 DCU coordinator is responsible for what are now 4 technical committees and this may be an unreasonable burden on one individual. The TC reviews often concluded with new elaborated requests and requests for further translations and added time for TC reviewing process. The anticipated launch of ERfKE 2 seemed to motivate for the MoE get approvals in place, and the ERSP team rapidly turned around plans based on Ministry input to meet the ERfKE 2 public launch date. While this placed much pressure on the ERSP team, they were delighted to finally be able to engage in the needed discussions to bring the work plan approval process to closure.

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved this Quarter

- Again the major success was finally to have TC input to the work plan and to have this approved and next steps articulated.
- The MIS-Online situational analysis was completed with the MoE approving the final results. A final report and recommendations were submitted.
- Based on the assessment a proposed work plan was submitted to the TC for approval.

Challenges

- As noted in general for YTC the major challenge has been the timeline and the support from the MoE to bring the work plan approval process to closure with clear directions for moving forward.
- The Ministry would have preferred a comprehensive assessment of the MIS stream, but this was a much larger scope than ERSP was willing to commit to as it would have amounted in a major investment of time and financial resources.
- The assessment report while providing useful input to the work plan development process was not as rigorous as we would have liked, but it satisfied the Ministry's needs for information.

Actions to be Taken

- Encourage the TC to submit an authorizing letter to the SG to request the formation of a Working Group (WG) to modify and improve the MIS-Online modules based on the findings of the assessment.
- Encourage the TC to submit an authorizing letter to the SG to request the formation of a WG to develop and implement a training support program that improve teachers' capacity to use MIS online and implement project based learning activities.
- Seek Clarification immediately on the coding access to revise the current modules.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved this Quarter

- The major success of this quarter is the approval by the TC of the overall approach and strategy of the ERSP STC program together with the approval for the detailed roll-out strategy for the implementation of activities that will build counselor capacities and strengthen student career counseling programs.
- The STC evaluation study was completed, presented to the TC and accepted with modest revisions.
- The ERSP STC team quickly turned around a completed annual work plan incorporating TC feedback and reflecting desired implementation schedules aligned with the MoE timelines.
- A selection criterion was established for the STC Core Training Team (CTT) and sent to MoE for approval.

- 78 internships were identified and approved for 20 workplaces. The Ministry has approved proceeding with these internships in April in order to kick off its activities in schools.

Challenges

- As with the overall program timeline the STC activities were delayed by extensive approval processes despite the SG requesting swift progress. While much preparatory work was conducted leading up to the approval, the YTC team was delighted to move rapidly on enacting the planned events immediately upon approval.
- Not all MoE requests are based on sound technical advice and the negotiation of these requests hinders progress. For example the MoE has requested modifying the Core Training Team (CTT) selection criteria to include career counseling competencies when in fact career counseling is a new program and finding competent counselors in MoE will be nearly impossible. Indeed one of the roles of ERSP is to establish the competencies with individuals that demonstrate potential trainer abilities.
- The Business Leaders Committee that ERSP plans to help establish is a new and unfamiliar body for the MoE. While discussions have begun, this is a foreign concept that will take further elaboration.
- Due to conflicting demands on the time of TC members their turnaround time for reviewing documents is slow and the technical feedback often superficial. In the future we will allocate a specific time frame for response based on the approval matrix and note that materials are considered accepted if feedback is not received within that timeframe.

Actions to be Taken

- Discuss with the TC the approval of the CTT selection that was modified in accordance with MoE recommendations.
- Complete the identification and signing of agreements between Save the Children and the participating companies engaged in the internship activities.
- Place the 78 school career counselors at local workplaces and implement these internships this academic year.
- Conduct a review process of the modified STC materials with the TC committee.
- Draft career counseling competencies.
- Contract an external consultant to assist in preparing the CTT training materials.
- Organize career days to take place at the 78 schools.

Objective 2.3 Improved Life Skills Education

Successes Achieved this Quarter

- The major success of this quarter is the approval by the MoE through the TC of the overall approach and strategy of the ERSP Life Skills through Sports (LStS) program complete with a comprehensive action plan and detailed roll-out strategy for LStS activities.
- The assessment of the *Shorouq* program was completed and results were presented and accepted by the MoE TC. This study informed the approach and implementation strategy adopted by the ERSP LStS work plan presented to the TC.
- Three initiatives have followed research and leverage of private sector support for small-scale upgrades of facilities and implementing activities.
- Site assessments of selected schools playground and available equipment were completed and tender list has been prepared to procure needed equipment and supplies.
- A new TC was established specifically for LStS, though at this time we remain unclear as to whether or not this is a success or a challenge.

Challenges

- Delays were faced as noted in general for the YTC activities.

- The TC for LStS has been changed and now weak leadership and poor communications with the DCU.
- The MoE does not have standards and specifications for general school playgrounds and equipment.

Actions to be Taken

- Prepare a waiver request for playground equipment.
- Continue to seek Public Private Partnership (PPP) support in the renovation of playgrounds.
- Prepare for rapid roll-out of renovation activities over the summer, followed by training roll-out that is to come with the new academic year.
- Contract local consultant to assist with the development of program materials.
- Work with the DCU to revisit the composition of the TC and take steps to enhance DCU coordination.

E. Program Component Area 3: Professional Development and Credentialing

The Professional Development and Credentialing Component is considered by the Minister to be an extremely vital area. ERSP is providing an induction program for newly appointed teachers. It also provides an in-service teacher training program and a program training leaders for change, following a whole school change model approach. It is also introducing a training program specific to the effective use of the newly designed school facilities constructed through USAID JSP Project. Most importantly, ERSP is providing the Ministry with able trainers, training resources, procedures and systems, as well as policy support to institutionalize high quality professional development programs for educator, complete with protocols and systems for mentoring educators in their schools and classrooms as they strive to improve practice. ERSP and its partners have been recognized as a significant contributor to forming the new vision and framework for professional development in response to the ERfKE 2 goals.

With the addition of a fifth goal specific to JSP schools, Component 3 objectives are as follows:

Objective 1. Development and Implementation of an Induction Program for Teachers

Objective 2. In-service Professional Development: A School-based Model

Objective 3. Leadership Training for Principals and Supervisors

Objective 4. Enhancing Institutional Capacity to Delivery PD Programs

Objective 5. Support to the JSP schools Objective 3.1 Development and Implementation of an Induction Program for Teachers

Objective 3.1. Development and Implementation of an Induction Program for Teachers

Successes Achieved this Quarter

- One major development that will influence the progress of the Induction Program is ERSP's recent and growing engagement in MoE discussions on professional development. Actively participating in these forums are ERSP's DCOP and CADER, in a dual capacity as an ERSP partner and as a private provider of education training programs in Jordan.
- Conversations have begun with the DCU, QRTA and DTQS on the induction program to be implemented this summer.
- CADER is ready to implement an induction program as soon as approval is received from the MoE.

Challenges

- The content specific materials developed through QRTA's coordinated effort with Ministry personnel and teachers are not ready for implementation as they offer neither a training nor resource guide as currently presented.

- There is limited technical capacity within the DTQS to inform and advocate an approval process for proceeding with induction. They are not adequately equipped assess the induction program and finalize approvals for its implementation, though the proposed program far exceeds the quality of their current induction programming.
- A foreseen challenge will be to get the Civil Service Bureau to appoint new teachers by June 2010.

Actions to be Taken

- Establish a plan in collaboration with QRTA to proceed with an induction program beginning this summer and use this plan as the basis for MoE approval.
- Review the CADER program and content material with QRTA and the MoE to seek agreement.
- Push for Civil Service Bureau appointment of teachers in June. DCU has requested a letter to be sent in early May to advocate for these appointments.

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

Successes Achieved this Quarter

- Content for the generalized and specialized in-service training was approved by the MOE.
- Twelve workshops for the Generalized Training in-service program were implemented with 28 schools in 7 directorates, clustering two schools into one section.
- A total of 335 teachers and principals registered, 258 of the trainees met our attendance requirements for noted completion of this phase of training, which was 80% attendance.
- Teachers' working groups were formed; specialized activities and plans were successfully implemented based on the needs of the individual schools.
- Six onsite support visits were implemented for each school (one onsite support per week).
- The DTQS was exceptionally supportive in assisting ERSP and CADER with addressing challenges faced in the implementation of the General Training Program for teachers. This collaboration was greatly appreciated and evidenced extremely positive improvements in the relationship and cooperation between the program and the Ministry.
- Over 140 school based improvement projects and activities were planned and implemented among the participating 28 schools in the 7 directorates where the community, students, teachers and principals were involved, such as:
 - Pedagogical and ICT training workshops implemented by teachers for their colleagues
 - Organizing a Medical Day
 - Drama in education project
 - Establishing a library for each class (Student Reader)
 - Garden maintenance project
 - Education tools gallery project
 - Additionally, numerous other projects were conceived and implemented in these participating schools
- ERSP received positive feedback from the MoE following the visit of supervisors and support teams to the participating schools where training workshops had been implemented.

Challenges

- There was a delay in implementation of training due to teachers strike in Ma'an, Karak and Tafeelah directorates.
- ERSP faced motivation issues with teachers, evidenced in attendance issues. In some schools teachers did not wish to attend the training, citing personal commitments outside of school, lack of monetary incentives or impact on their ranking, lack of resource incentives, problems with transport and childcare, and the absence of per diems or food.

- Upon receiving basic accreditation requirements we prepared an accreditation request for our PD program. The MoE concern is that they lack an accreditation system, and one is under design. However, given the extended period of time such a system will take to put to practice we are advocating immediate accreditation allowing for the caveat that we should resubmit for renewed accreditation once the new accreditation system is functioning.

Actions to be Taken

- Continue to engage and coordinate with MOE to solve attendance issues.
- Proceed with the implementation of the specialization program for teachers.
- Begin discussions with the Ministry on changes to be made in next year's implementation strategies to alleviate the challenges faced this year.
- Follow-up on the accreditation issue (letter submitted April 1, 2010) and seek an immediate and affirmative response as this has a direct impact on teacher incentive issues.

Objective 3.3 Change Leadership Training for Principals and Supervisors

Successes Achieved this Quarter

- Content was approved for general leadership, principal and supervisor trainings by the MOE.
- Foundation Training for Leaders was conducted through 4 workshops with a total of 111 participants (supervisors and directorate staff) from 7 directorates.
- "Future Leaders", the General Training for Leaders, was conducted through 6 workshops in 7 directorates; where 121 principals, supervisors and directorate staff completed the training.
- The leadership training, while delayed, was implemented with extremely positive feedback. The MoE central DTQS staff participated in training and, more importantly, supported its successful implementation. The DTQS has recognized the ERSP/CADER implementation model as one they wish to advocate across other training programs.
- General training for future leaders, comprised of 6 sessions, was implemented in the 7 directorates with 121 supervisors, school principals, and directorate staff engaged.

Challenges

- There were significant delays in approvals for implementation of the training program for supervisors, but the DTQS Managing Director (MD) granted approval in time for the training to be completed this academic year.

Actions to be Taken

- Continue with the implementation of the Specialized Leadership Training programs.
- Engage the MoE supervisors in shadowing activities with the master trainers as they conduct on-site visits. This request came from DTQS who were extremely pleased with the model CADER trainers provide in the coaching and mentoring role.

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

Successes Achieved this Quarter

- ERSP, CADER and QRTA are selected to sit on a Minister appointed committee to plan the framework for a new 6-month teacher certificate program that is to be offered beginning June 2010. This program will be offered through private providers potential new teachers.
- The discussions on the teacher certification program are expected to advance the discussion on the accreditation policy and procedures, standards and linkages with the ranking system.

Challenges

- The MoE is undergoing numerous significant reform activities simultaneously. Several involve broad frameworks guiding future changes in the Ministry structure, approach to

professional development, Quality Assurance and Monitoring and Evaluation systems, and Policy Reform. Each of these activities is presenting recommendations that need to be approved at levels beyond the Ministry of Education. Decisions of one framework influence the directions recommended through another. A holistic vision for the interconnectivity of these proposals and the link to the macro and micro issues they represent appears to be lacking.

- These activities need to be aligned with the work being conducted by the Professional Development Framework consultant hired by the MoE.

Actions to be Taken

- Continue to sit on the Committee for Teacher Certification to meet the Minister's May 7th deadline for the finished product.
- Continue work with QRTA and other stakeholders on advancing educator standards and plan a collaborative workshop to be held in the 3rd or fourth quarter of 2010.
- Continue to assist the MoE professional development framework consultant, Alexandru Crisan, on strategies, policies and practices guiding a professional accreditation program and system. Work towards defining programs in terms of modules and credits that can be used to link to the teacher ranking system.
- Meet with QRTA and the Awards program to begin collaboration to recognize excellence related to educator specialization areas (i.e. counselors, ECE teachers, etc).

Objective 3.5: School Professional Development for JSP Schools

Successes Achieved this Quarter

- Creative and CADER elaborated on the SOW for ATS&R which will provide input to the training program for teachers, principals and other personnel in JSP schools; ATS&R helped to design these schools.
- Creative and ATS&R have discussed and agreed upon the SOW and the conditions of the contract.
- In collaboration with engaged partners the dates for the ATS&R support workshop were set for May 11th -13th, with ATS&R providing direct support to CADER May 16th to 20th.
- Established a healthy collaboration and cooperation between partners and across projects (JSP) to support this program.

Challenges

- The Aqaba schools will not be fully furnished and equipped at the time of the workshop.

Actions to be Taken

- Continue planning for the Aqaba workshop and coordinating with partners.
- Develop the training program supporting JSP school personnel.

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

The ERSP Team will strengthen the central Ministry staffs' capacity to access and integrate data and to analyze the performance of the education system in the framework of its Key Performance Indicators (KPIs). EMI System's team alongside the Ministry will help field directorate planners use this common set of MapDecision tools for collecting, analyzing and making decisions based on sound data reflecting performance against these KPIs. In turn the field directorates will be trained in how to work with schools to use the tools. 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

Successes Achieved this Quarter

- ERSP/Creative and the MoE through extensive discussions and collaboration on evolving drafts of the scope for Component 4 came to agreement on the desired approach, including pre-requisite activities and a roll-out strategy for the implementation of Component 4.

Challenges

- EMI Systems has been slow to present a response to the SOW, modified through full collaboration between the ERSP field staff and the MoE, that makes evident a clear understanding for the revised content and terms of the SOW.

Actions to be Taken

- Take a decision on moving forward with EMI Systems in the use of MapDecision.
- Organize the TC and WG to begin activities and convene these at the earliest convenience for fielding EMI systems.

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

Successes Achieved this Quarter

- ERSP and JEI reached agreement on plans, procedures and reporting.
- Completed the first purchase, so that JEI is ready to start receiving funds.
- Additional support and training was provided to JEI in order to comply with USAID and other financial requirements.
- An operational plan through October 2010 was completed and signed by ERSP and JEI.
- The work plan for Y2 was completed, which is to be reviewed and revised every six month in order to identify new opportunities.
- Completed the first M&E strengthening workshop for staff.
- Identified a variety of opportunities for next quarter related to seminars, conferences, meeting and resources, as well as plans for the next workshop in Basic Statistics and Research Methodology

Challenges

- Implementation of plan due to fact that certain conferences and seminars may no longer be available
- Identification of local resources to provide technical assistance.

Actions to be Taken

- ERSP COP and JEI M&E Manager, as well as CAII home office, continue to collaborate on identifying new opportunities and resources that support goals, including identifying advanced training opportunities for CEO M&E Manager.
- Agree on capacity building priorities and prioritize activities through June 2011.
- Identify local and regional opportunities and resources for organizational M&E enhancement.
- ERSP and JEI continue to identify local and regional resources for technical assistance.
- Identify opportunities for JEI involvement in overall ERSP M&E plan.

Deliverable or Result Status for this Quarter

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	Target Date	Status	Deliverables
Intermediate Result/Component 1: Promoting Learning Readiness through Early Childhood Education					
Sub-Intermediate Result/Sub-Component 1.1 Strengthened Capacity of Ministry Early Childhood Education Staff					
Task 2: Develop and implement an overall sustainability framework	6. Deliver 1 workshop per year w/ECE division staff and ECE supervisors on planning, management, M&E, stakeholder participation	23 attend the workshop and 60% demonstrate improved knowledge in areas over pre evaluation	February-10	Delayed until Sept 2010	Training report
Task 3: Build the capacity of Ministry staff to monitor all ECE activities	3. Develop competencies/job descriptions for supervisors with TC and ECE division (deliverable)	Job descriptions developed and approved	February-10	Delayed until Jul 2010	Approved job descriptions
	4. Develop and produce training curriculum for supervisors based on agreed-upon competencies (deliverable)	Training material developed and distributed based on agreed competencies	March-10	Delayed until Sept 2010	Training materials
Sub-Intermediate Result/Sub-Component 1.2 Improved and Sustained Early Childhood Facilities					
Task 1: Renovate, furnish and equip KGs to Ministry standards	1. Identify, select and prioritize 370 kindergartens for upgrading with ECE Division	50 KGs are identified		Done for 109 KGs	Approved list of KGs
	2. Site Assessment Process	50 KGs assessed		Done for 80 KGs	KG assessment forms
	6. Implement the renovation work, supervise contractors during renovation to ensure quality standards are met, and hand-over the KGs to MoE	1 spot check per site 1x a week (each KG should take 2 weeks) work is being conducted on 5 KGs consecutively; final hand-over visit (upon completion of each KG) is documented and feedback shared	February-10	Delayed until 18 Apr 2010	12 out of 30 KGs renovated; Tracking Form per KG
	10. Store, maintain inventory and systematically distribute furniture and equipment (deliverable)	A distribution system and schedule is put in place	March-10	Delayed until 10 May 2010	12 KGs furnished; Tracking Form per site
	11. Support schools to conduct KG opening ceremonies	SC supports 50 KGs financially with opening ceremonies and representatives in attendance for 20% of the KGs	March-10	Delayed until Sept 2010	Event reports
	13. Publicly recognize private sector partners in the media and involve in KG opening ceremonies	1 media publication with pictures highlight PPP per year	January-10	Delayed until Sept 2010	Copy of media publication
Task 2: Train teachers and principals on managing the physical environment	4. Integrate training module on physical environment in overall KG teacher and supervisor professional development (A.1 Obj. 3 below)	Updated training module is integrated in original module	February-10	Delayed until Oct 2010	Training modules
	6. Establish teacher-to-teacher support system with KG supervisors/principals on managing physical environment *Milestone	Champion teachers identified within clusters to provide assistance to other teachers in managing physical environments	March-10	Delayed until Apr 2010	Clear selection criteria and SOW

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	Target Date	Status	Deliverables
	7. Develop and produce visual tools and tips for teachers on organizing the classroom (deliverable)	Tools developed, produced, and distributed as necessary	March-10	Delayed until Aug 2010	Tools
Task 3: Develop a plan for sustaining a healthy learning environment	2. Work with ECE task force to address, plan, budget for maintenance of KG equipment, rooms	Maintenance plan set	March-10	Delayed until Oct 2010	Plan
Sub-Intermediate Result/Sub-Component 1.3 Enhanced Skills and Behaviors of ECE Personnel					
Task 1: Develop and implement a comprehensive professional development framework and training plan	5. Enhance and regularly review ECE teacher training curriculum by adding 5 new modules and linking to the teacher competencies (deliverable)	5 new modules are added to the original training curriculum reflecting updated teachers' competencies	February-10	Delayed until Jul 2010	2-5 new modules
	6. Produce resource manuals and tools for KG teachers	Resource manual produced and distributed to KG teachers	March-10	Delayed until Sept 2010	Resource manual
	10. Establish/equip ECE training centers (deliverable)	4 ECE training centers established in 2 locations		In-progress; start renovation and equipping on 01 Jun 2010	Approved list of locations from MoE; Tracking Form per site
	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	March-10	Delayed until Oct 2010	Training report
Task 2: Develop and implement a training plan for all Grades 1-3 teachers	5. Conduct training with G1-3 teachers on ECD and thematic approach (with ECE teachers)	70 G1-3 teachers are trained with 50 ECE teachers on thematic approaches	February-10	Delayed	Training report
Task 3: Develop and execute a plan to monitor performance of grade 1-3 teachers	1. Develop and regularly update process for school-based self-assessment that involves teachers, school principals and parents	School based self assessment mechanism set	March-10	Delayed until Dec 2010	Self-assessment mechanism
	2. Train teachers and school principals to use ECE self-assessment tools - integrated within teacher training (A.2.1, Obj.3)	50 teachers and 50 school principals are trained on school based self assessment	March-10	Delayed until Feb 2011	Training report
Sub-Intermediate Result/Sub-Component 1.4 Increased Parental Involvement and Peer Support in ECE					
Task 1: Expand and deepen the existing parental involvement initiative	4. Conduct a refresher training for PI KG Coordinators (PICs)	65 PICs are trained on PI		Done	Training report
	5. Integrate training on PI into KG teacher training	PI component is integrated into training curriculum	January-10	Delayed until Aug 2010	Training materials
	6. Conduct training on PI for K-3 teachers and principals	35 teachers and 35 principals are trained on PI	March-10	In-progress; 181 KG teachers and 218 principals were trained	Training report
	7. Develop materials for school principals on PI and merge delivery with component 3 (deliverable)	PI material developed and merged with component 3	March-10	Done	PI materials

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	Target Date	Status	Deliverables
Task 2: Establish and activate a community of practice for K - 3 teachers	1. Design, review, implement school-based service program w/ TC to establish school and cluster based teacher communities for K-3	5 communities of practice (1 per theme: education, protection, etc.) established per region	March-10	Delayed until Sept 2010	5 CoPs
Sub-Intermediate Result/Sub-Component 1.5 Improved and Sustained Early Childhood Facilities					
Task 2: Assist with on-going capacity building of MOE to implement the system	1. Conduct a refresher training for QA and ECE field staff	50 participants in 1 refresher workshop	January-10	Delayed; TBD by MoE	Training report
Intermediate Result/Component 2: Youth, Technology and Careers Development					
Task 1: Establish management teams	3. Conduct orientation workshops on STC component activity area for Technical Committee members	Orientations conducted for STC component activity area	March-10	Done + Ongoing activity	Activity report
Sub-Intermediate Result/Sub-Component 2.1: Enhanced MIS curriculum					
Task 1: Situational Analysis of the 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	February-10	Done	Final Report
Sub-Intermediate Result/Sub-Component 2.2: Institutionalize School-to-Career Program					
Task 1: Build the Ministry's capacity to manage STC at scale	1. Develop and annually review 5 year STC capacity-building and expansion strategy with STC Technical Committee and Task Force	Strategy developed and approved by MoE; identifies the approaches of rolling out STC and the technical approach of identifying and building counselors' capacities per academic year	February-10	In-progress + Ongoing activity	Roll-out strategy and expansion plan
	4. Facilitate workplace internships for Technical Committee members	60% of the technical team members complete the internship	January-10	Delayed until Jun 2010; TBD by MoE	List of internship placements
	6. Develop and obtain endorsement for career counselor competencies	Career counselor competencies list is developed, approved and tested	March-10	Delayed until Aug 2010	Career Counselors' competencies
	8. Develop a QA system for STC including self-assessment together with resource manual and tools	QA system established and tools developed	March-10	Delayed until year 2	QA system and tools
Task 2: Develop and implement a holistic plan of all STC activities	2. Form a core training team at the national level to roll out the STC nationally	Core training team identified and assigned	February-10	In-progress; to be completed in May 2010	CTT and SOW
	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	January-10	Delayed until Jul/Aug 2010	Training report
	4. Support Core Training Team to conduct training on all STC components with 330 Counselors and their Directorates Coordinators	78 counselors and 4 coordinators are trained by the CCT with SC mentoring. FGD with counselors reflect a positive trend of implementation in field	March-10	Delayed until Sept/Oct 2010	Training report

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	Target Date	Status	Deliverables
	5. Facilitate workplace internships for counselors and STC coordinators	Internships for 78 counselors and 4 STC coordinators; 60% of counselors completing internships are able to identify 3 different (from pre) career paths, competencies and skills needed to fulfill them	February-10	In-progress + Ongoing activity	List of internship placements
	6. Provide counselors in each school with an STC toolkit	Distribute tool kits to 78 counselors	February-10	Delayed; TBD by MoE	Toolkits for 78 counselors
	7. Support counselors, directorate STC coordinators and school principals to implement STC activities with students in targeted schools including:	Each implementing counselor develops a plan that is approved by MoE; targeting 30,730 students in 78 schools; and, supervisors closely follow up on implementation. 60% of counselors implement the plan	March-10	Delayed until Aug/Sept 2010	Activity reports
	7.1 Support counselors, directorate STC coordinators and school principals to implement school based career counseling sessions		March-10	Delayed until the next academic year (Sept - Nov 2010)	Activity reports
	7.2 Support counselors, directorate STC coordinators and school principals to implement Youth Livelihood Mapping activities		March-10	Delayed until Mar 2011	Activity reports
	10. Support FDs to renovate and equip career centers as a school and community resource through leveraging private sector support	10 directorate based career centers upgraded and equipped with private sector support	March-10	Delayed until Jun - Nov 2010	10 centers completed; Tracking Form for each site
	11. Support schools to upgrade career counseling offices through leveraging private sector support these, located where career centers are not established	54 school based career counseling offices upgraded and equipped with private sector support	March-10	Delayed until Jun - Nov 2010	54 offices completed; Tracking Form for each site
Task 3: Involve parents, the local community and the private sector in YTC activities.	5. Engage the YTC Business Leaders Committee to leverage private sector support for STC activities	5 initiatives are raised and 5 agreements are signed	March-10	Delayed until Jun - Aug 2010	Agreements with private sector
	6. Involve the private sector directly in internships, career days, renovations and upgrades, Youth Livelihoods Mapping, and the definition of workforce skills	80% of target schools have participating private sector companies in career days and internship programs	March-10	In-progress (20 companies identified) + Ongoing through Dec 2010	Activity reports
Sub-Intermediate Result/Sub-Component 2.3: Improve Life Skills Education					
Task 2: Expand the life skills and sports program	3. Research/leverage private sector support for small-scale upgrades of facilities/ implementing activities	5 initiatives are raised and 5 of private sector support activities	March-10	In-progress (3 initiatives) + Ongoing through Dec 2010	Activity reports
	8. Support trained coaches to roll out the program including community sports activities	2 activities are planned and carried out per school	March-10	Delayed until Jun - Sept 2010	Activity reports

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	Target Date	Status	Deliverables
	9. Continuously measure outcomes and conduct baseline, midline and final evaluation	Evaluation tools are developed and implemented as necessary	March-10	Delayed until year 3 and year 5	Evaluation tools and report
Intermediate Result/Component 3: Improved Professional Development and Certification					
Sub-Intermediate Result/Sub-Component 3.2 In-Service professional development: A school-based model					
Task 1: Identify priorities and design an in-service course	2. Content development for Generalized training (School based training)	12-day training content		Done	Training materials
	3. Content development for Specialized in-service training	12-day training content		Done	Training materials
	4. HED scholarship for selected teachers	Scholarship to study CADER High education diploma: ICT in education (a single scholarship per school among the schools we are working with)	January-10 Correct: April/May 10	Timeline noted in annual plan incorrect	28 scholarships
Task 2: Deliver in-service training	2. Training implementation for General Training (School based Training)	258 out of 335 in-service teachers completed the General training program		In-Progress	Training reports
	3. Training implementation for Specialized in-service Training	384 in-service teachers completed the Specialized training program	March-10	In-Progress	Training reports
Sub-Intermediate Result/Sub-Component 3.3 Change Leadership training for principals and supervisors					
Task 2: Develop a leadership course	1. Content development for general leadership training	6-day training content		Done	Training materials
	2. Content development for principal training	12-day training content		Done	Training materials
	3. Content development for supervisors training	5-day training content		Done	Training materials
Task 3: Deliver leadership training	1. Training implementation for Foundation Training	111 leaders received Foundation training		Done	Training reports
	2. Training implementation for general leadership training	121 trained leaders completed the General Leadership training	January-10	In-Progress	Training reports
	3. Training implementation for principal training	24 trained principals complete the Principal training	February-10	Delayed	Training reports
	4. Training implementation for supervisors training	120 trained supervisors complete the Supervisors training	January-10	Delayed	Training reports
Intermediate Result/Component 4: Increase Capacity to Manage School-Based Programs					
Sub-Intermediate Result/Sub-Component 4.3 Strengthen monitoring and evaluation of the JEI (was component 2.4)					
Task 1: Set goals and monitor progress	1. Hold initial workshop with JEI to get goals for ERSP support, lay out a 5-year	Project goals and plan for JEI support		Done	Agreement reached and signed on by ERSP and JEI
	2. Assist JEI in developing a work plan and getting approval from USAID, if needed	Year 2 work plan		Done + Ongoing updates	Plan developed and agreed on by ERSP and JEI

Task (activity cluster)	Activities (sub activities)	Intended Outputs/Outcomes	Target Date	Status	Deliverables
	3. Meet w/ JEI monthly to monitor progress	Monthly progress reports and reviews	March-10	Ongoing	Regular schedule
Task2: Provide grants for technical assistance	1. Issue solicitation and award first annual grant to JEI for M&E capacity-dev support of 5 years	Grants awarded		Done	1st PO signed
	2. Assist JEI in identifying and prioritizing capacity-building activities to be funded by the grant: regional and international workshops in M&E; experts to provide TA on the job	Capacity-building activities identified	March-10	In-progress	Operational plan detailing capacity building activities
	3. Undertake the capacity-building activities	Capacity-building activities undertaken	March-10	Ongoing	Activity updates/reports
Task 3: Include JEI in project M&E activities	1. Prioritize opportunities for M&E activities in Discovery Schools; find financing and undertake the activities (as JEI already does)	Proposed Strategy	March-10	In-progress	Strategy and operational plan
	2. Identify and make use of opportunities for on-the-job training for JEI as part of Creative M&E activities	JEI M&E capacity enhanced	March-10	Delayed until year 2	Activity reports

Training

#	Training Program Name	Description of Training Program/ Field of Study	Date		Training Type	Facility City / Venue	Cost			Trainee Information			Additional Comments
			Start	End			Instruction	Travel	Trainee	Group Name	No. Female	No. Male	
Component 1.1: ECE													
1	ERSP / ECE	PI orientation and Implementation workshop for the newly appointed KG principals and Teachers	17-3-10	17-3-10	one day session	Mafrqa/Al Mafrqa Secondary School			\$223.90	MoE School KG Principals, teachers and FD Staff	28	1	2 Central MoE Staff attended selected sessions
2			22-3-10	22-3-10	one day session	Irbid2 and Ramtha/ Zainab Bint Al Rasol School			\$185.90	Same as above	19		
3			22-3-10	22-3-10	one day session	Bani Kenanah/ Kufur soom School			\$197.88	Same as above	22	3	
4			24-3-10	24-3-10	one day session	Ajloun/ Princess A'asha School			\$152.10	Same as above	15		
5			24-3-10	24-3-10	one day session	Al Jeezam Al Muwaqar and Amman3/ Al Jeeza Secondary School			\$174.60	Same as above	20		
6			25-3-10	25-3-10	one day session	Al Rusaifah and Zarqa/ Ain Ghazal School			\$186.90	Same as above	18	1	
7			25-3-10	25-3-10	one day session	Al Zarqa/ Al Shamelah School			\$194.0	Same as above	19		
8			25-3-10	25-3-10	one day session	Irbid1, Irbid3, North Ghour and Kourah/ A'asha Bent Abu Baker School			\$249.20	Same as above	29		
9			28-3-10	28-3-10	one day session	NW Badiyah and NE Badiyah/ Al Mafrqa secondary School			\$316.90	Same as above	32	1	
10			28-3-10	28-3-10	one day session	Jerash/ West Wadi Dair School			\$238.50	Same as above	29	3	
11			30-3-10	30-3-10	one day session	Tafeelah, Bsairah, Petra, Shoubak/ at Shoubak Sukaina Bint Al Hussein 2ndary School			\$180.20	Same as above	23	5	

#	Training Program Name	Description of Training Program/ Field of Study	Date		Training Type	Facility City / Venue	Cost			Trainee Information			Additional Comments
			Start	End			Instruction	Travel	Trainee	Group Name	No. Female	No. Male	
12			30-3-10	30-3-10	one day session	Salt, Dair Alla and Ain Al Basha/ Al Salt Learning Resource Center			\$199.8	Same as above	28	1	
13			31-3-10	31-3-10	one day session	Ma'an and South Badiyah/ Ma'an Secondary School for Girls			\$154.2	Same as above	18	1	
14			31-3-10	31-3-10	one day session	Amman1, Amman2 and Amman4			\$184.7	Same as above ¹	20		
15			01-4-10	01-4-10	one day session	Aqaba/ Al Thamenah Secondary School for Girls			\$328.5	Same as above	35	1	
16			11-4-10	11-4-10	one day session	Al Karak/ Princess Rahmeh Primary School			\$162.5	Same as above	30		
17			12-4-10	12-4-10	one day session	Al Qaser/ Al RabeH Secondary School			\$174.9	Same as above	21		
Component 3: PD													
1	General - School Based	12 workshops and 6 onsite support visits, for teachers and principals in 28 schools in 7 directorates	8-2-10	25-3-10	wrksp and onsite support	in schools (two schools clustered) and onsite support for each school	\$74,382	\$6,720	\$8,400	teachers, school principals, and lab technicians	152	106	
2	Foundation - Leaders	4 workshops, for supervisors and FD staff in 7 directorates	8-2-10	11-2-10	wrksp	field directorate centers	\$5,313	\$560	\$1,765	Supervisors and directorate staff	16	95	
3	General - Leaders	6 workshops, for principals, supervisors and FD staff in 7 directorates	24-3-10	1-4-10	wrksp	field directorate centers	\$7,969.50	\$840	\$2,185	Supervisors, schools principals, and directorate staff	24	97	
Component 4.3 Strengthened Monitoring and Evaluation of the JEI													
1	Basics of M&E	Participatory training for JEI staff on Foundations of M&E	6-3-10	7-3-10	2.5 day session	Amman/Mathnesium	\$3,600		\$392.50	JEI staff	7	5	

¹ Dr. Peggy Poling, Chief of Party, ERSP also attended the session

Project management

G. Meetings with USAID and partners

Date	Participants and Meeting Topic
ERSP General:	
10-Jan-10	Meeting with QRTA and Madrasati on potential collaboration
31-Jan-10	Progress report and update meeting with the MoE (SG).
22-Feb-10	Meeting with USAID and CIDA on preparation for SG meeting on the donor supported programs
23-Feb-10	Meeting with SG and relevant MDs on the CIDA and USAID SDDP and ERSP programs
21-Mar-10	ERSP Partners meet with Greg Sales from Seward
25-Mar-10	The YTC Component leader attended the launching workshop for the ERfKE
Component 1.1: ECE	
4-Jan-10	MoE/ECE Division to set a PI visitation schedule to ensure proper implementation of the program
12-Jan-10	QA Department to analyze data collected in the field after finalizing the audits in 28 schools
20-Jan-10	KG Training Division to discuss training plans. (we were advised to conduct a meeting with head of DTQS to discuss all ERSP training activities)
21-Jan-10	DCU ECE to finalize TORs for the MoE policies consultancy and the TORs for the MoE capacity assessment consultancy
28-Jan-10	MoE ECE Division to discuss PI implementation plan
1-Feb-10	MoE ECE Division, K-3 Training Division, and the focal point for PI G1-3 to discuss expansion of PI to K-3
9-Feb-10	DCU/ ECE and KG Training Division to discuss training needs and next steps
10-Feb-10	MoE ECE Division to finalize the PI Implementation plan for K-3 covering all its related activities for the coming 5 months
11-Feb-10	MoE DCU ECE, KG Division, KG Training and Supervision Division, in the presence of KG teachers' competencies consultant, conducted a brain storming session regarding MoE draft KG teachers' competencies
14-Feb-10	DCU/ ECE to integrate ERSP ECE plan within ERfKE II plan
17-Feb-10	MoE DTQS to discuss KG training plans and to identify and agree on next steps to ensure effective cooperative planning
21-Feb-10	MoE DCU ECE to continue integrating ERSP plan in ERfKE II plan.
23-24 Feb-10	ECE supervisors in the presence of KG teachers' competencies consultant to get information from supervisors' perspective on needed competencies
24-Feb-10	MoE/ ECE to organize PI training schedule for the newly appointed principals and teachers
28-Feb-10	MoE DCU ECE to continue integrating ERSP plan in ERfKE II plan
28-Feb-10	MoE/ECE to approve PI training schedule for new KG teachers and principals
10-Mar-10	MoE/ECE KG Division to review training materials for KG teachers and principals training
11-Mar-10	Training Division and DCU ECE to discuss MoE and ERSP training plans, and merge them into the ERfKE II plan
14-Mar-10	Newsletter committee to discuss topics and work mechanism
17-Mar-10	TC meeting with KG Training Dept, Planning, KG Division, UNICEF and DCU attending, to discuss progress, developed ToRs (MoE policies & Management capacity building), and Feedback on Teachers' Competencies consultancy

18-Mar-10	KG Training and Supervision Dept, DCU ECE, KG Division, and supervisors with teachers' competencies Consultant to take their feedback on the drafted copy
21-Mar-10	Newsletter committee 2nd meeting and selected the titles and topics of 1st issue
22-Mar-10	Represented ERSP ECE Component in ECD regional conference
Component 1.2: ECE / KG Renovation & Furnishing	
28-Feb-10	KG Directorate in MOE & Renovation and procurement team, discuss a special cases of KGs
Component 2.1: YTC / MIS	
13-Jan-10	MIS TC meeting with DCU (Firyal) and Curriculum (Dr. Saleh), presenting MIS-Online SA results and recommendations
7-Feb-10	MIS TC meeting Introducing MIS-Online SA report and recommendation,
11-Mar-10	MIS TC meeting, presenting MIS 5 Years Plan and Narratives
17-Mar-10	MIS TC Meeting to approve 5 years plan
Component 2.2: YTC / STC	
6-Jan-10	A meeting took place with the Counselors Department to discuss the selection of the Core Training Team
12-Jan-10	A meeting took place with the Directorate of Training and Vocational Department in MoE to further discuss the criteria of selecting the core training teams for STC
14-Jan-10	A meeting took place with the Directorate of Training to discuss the general framework for developing training materials
20-Jan-10	A meeting was held with the Head of Counseling Dept to discuss the process of updating the career counseling training modules
23-Feb-10	A meeting with ABCD Consulting co. to discuss the presentation of STC evaluation study to MoE
2-Mar-10	A meeting took place with the MoE TC to discuss the STC evaluation report
10-Mar-10	A planning meeting took place with the MoE TC to present the STC roll out plan and obtain feedback from the TC
16-Mar-10	TC Meeting, the STC work plan for year 1 was revised by the MoE –TC and modified based on TC feedback and its time frame was stretched out to Dec. 2010 upon MoE request.
22-Mar-10	Meeting with the Head of Counseling Dept to discuss the possibility of accelerating the implementation of specific STC activities in the current school semester (counselors internships & Career Days)
Component 2.3: YTC / LS	
6-Jan-10	YTC CL participated in TC meeting with UNICEF regarding a baseline study on play and sports situation in Jordan using the in-school students as a sample for data collection
6-Jan-10	A Meeting was held with the School Sports Activities Dept in MoE to discuss the nominate members for the Core Training Team
10-Jan-10	Meeting with LStS consultant to discuss evaluation study progress
11-Jan-10	A meeting took place with USAID and ERSP Deputy Chief of Party to discuss sport fields renovation specs and budget
12-Jan-10	A meeting was held with the Directorate of curricula in MoE to discuss the developing training materials for both component STC & LStS
13-Jan-10	A meeting was held with the Directorate of Curricula in MoE to discuss the criteria of selecting the core training teams for both STC & LStS
18-Jan-10	A meeting took place with the School Sports Activities Department in MoE to farther discuss the criteria of selecting the Core Training Team for LStS

25-Jan-10	A meeting with the Managing Director for Activities on program updates
3-Feb-10	A meeting took place with USAID to discuss Sport fields' specifications and renovation options and agree on one approach
3-Feb-10	Meeting with USAID to present and agree on renovation plan
11-Feb-10	A meeting took place with the Consultant who worked on the evaluation study for the Life Skills to prepare a presentation for the MoE TC on the main finding and recommendations
14-Feb-10	A meeting took place with the MoE TC to discuss the LStS evaluation report and obtain their feedback
24-Feb-10	A meeting was attended with UNICEF Technical Committee on the evaluation study conducted by them regarding sport situation in Jordan
1-Mar-10	Meeting with Maher Al Tal from GAM to discuss potential collaboration
15-Mar-10	The modified LStS work plan was revised by the MoE –TC and feedback provided
31-Mar-10	The ToR for the LStS consultancy was reviewed with the Head of Schools' Sports Division and his feedback was reflected on the ToR
31-Mar-10	Committee meeting with UNICEF
Component 3: PD	
11-Jan-10	Meeting with DCU, CADER, DTQS, and Mary Tadros on moving forward with in-service training programs
14-Jan-10	Meeting in the MoE with DCU, DTQS, Creative, CADER, to discuss: needs assessment results, feedback on the implementation of the foundation training, approval for the Leaders foundation training, and review the content of general and specialization training
21-Jan-10	Meeting in MoE with Mohammad Al-Zoubi on content outlines of general training for school based and specialization, approval for starting the foundation training for leaders, and approving the content of general training for school based and specialization
26-Jan-10	Meet with MD DTQS to get approval to move forward with PD programs
28-Jan-10	Meeting in MoE with DTQS on a short report presented by CADER on foundation training results and feedback, approving the training content of the general and the specialized training for both leadership and in-service teachers
3-Feb-10	Meet with MD DTQS on in-service program implementation
11-Feb-10	Meeting was held with DTQS on the accreditation process of professional development training programs, feedback on the implementation of the foundation training for supervisors, the implementation of school based training and problems encountered, and the content of supervisors training
25-Feb-10	Meeting in the DTQS, Creative, CADER on the feedback from the school based training, specifically achievements and challenges of the training, the accreditation process, and final report. The trainee satisfaction results for the supervisor's foundation training were delivered to the DTQS
3-Mar-10	Meeting with Firyal, DTQS, and QRTA on induction program
4-Mar-10	Meeting between QRTA and CADER and ERSP on induction
11-Mar-10	Meeting was held with the DTQS, Creative and CADER providing a brief overview on the implementation of current school based training, feedback was presented the DTQS on the foundation training on the level of supervisors and a written report will be sent by the MoE on the training
17-Mar-10	Meeting in the MoE with H.E. Minister of Education and DTQS, QRTA, Creative, CADER team. The meeting was about the cooperation between QRTA and ERSP regarding the design of a teacher certification program training

	content. The Minister appointed a new committee comprised of UNRWA, CADER, ERSP, and Jordan University to design the policy of training for pre-service teachers
22-Mar-10	Meeting with CADER, QRTA, Creative on the integration of the (QRTA) induction training content with CADER's content for the ERSP
31-Mar-10	Meeting at QRTA on Certification Program with Minister appointed Committee
Component 4: Data Use	
19-Jan-10	Meeting with ICT on EMI scope of work
11-Feb-10	Meeting with ICT on EMI SOW revision
15-Feb-10	Meeting with DCU and ICT on finalizing their input into the SOW
Component 4.3 Strengthened Monitoring and Evaluation of the JEI	
21-Jan-10	ERSP COP, JEI CEO and M&E Manager, General and preparation of plans
31-Jan-10	ERSP COP, JEI CEO and M&E Manager, General and preparation of plans
9-Mar-10	ERSP COP, JEI CEO and M&E Manager, General and preparation of plans
17-Mar-10	ERSP Finance Manager and JEI Finance Manager, Discussing the financial procedures to comply with USAID regulations
30-Mar-10	ERSP COP, JEI CEO and M&E Manager, General and preparation of plans

H. Field Trips

Date	Details
Component 1.1: ECE	
18-Feb-10	KG teachers' competencies observation session in Rusaifeh Directorate at the Central Region
21-Feb-10	KG teachers' competencies observation session in Karak Directorate at the South Region
22-Feb-10	KG teachers' competencies observation session in Amman Directorate at the Central Region
23-Feb-10	KG teachers' competencies observation session in Jerash Directorate at the North Region
17-Mar-10	Training on PI for the newly appointed KG teachers and principals From the 17 th March to 1 st April covering 17 locations in all governorates
Component 1.2: ECE / KG Renovation & Furnishing	
Mar 14–25, 10	Irbid KGs site assessments
Mar 30 to Apr 1, 2010	Karak KGs site assessments
Component 2.2: YTC / STC	
5-Jan-10	Visit to Om Manie', Swayleh for female & Swayleh for male schools in Amman 2 with The Head of Counseling Department to ensure schools are matching the set criteria
7-Jan-10	Visit to Zaid ben Al katab & Mohammad Ben Alqassem schools in Amman 2 with The Head of Counseling Dept. to ensure schools are matching the criteria
30-Jan-10	Visit to Aqaba Directorate to Meet the Director of Education, Dr. Jameel Shqerat.
9-Feb-10	Visit to Mohammad Alshorayqi , Rashid Tolya', Dhogan Hendawi and Khalda schools in Amman 2 with The Head of Counseling Department to evaluate schools
10-Feb-10	Visit to Aqaba Directorate to meet the Head of the Counseling Department to ensure schools are matching the set criteria.
25-Feb-10	Visit to Alkhansa , Isskan Yajouz and Al Jbeaha schools in Amman 2 with The

	Head of Counseling Dept. to ensure schools are matching the set criteria
30-Mar-10	Visiting several companies in Aqaba to organize internships
17-Mar-10	Visit to Al Nahdah and al-Rama Schools with the Head of Counseling Department to evaluate the schools
18-Mar-10	Visit to Alyarmouk , Om Alsomaq schools in Amman 2 with The Head of Counseling Department to evaluate the schools
27-Mar-10	Visits to companies in Irbid to organize internships
28-Mar-10	Visits to companies in Irbid to organize internships
31-Mar-10	Visits to companies in Irbid to organize internships
30-Mar-10	Visits to 4 companies in Amman to get approvals for the counselors internship
15-Apr-10	Visit to Mövenpik Dead Sea to finalize the counselors internship procedures
Component 2.3: YTC / LS	
24-Jan-10	Visit to Southern Ghor with SC engineer and Head of Sports in Southern Ghor Directorate.
23-Feb-10	Visit to MOE : meeting with Head of Schools Sports to review sport equipments specs
28-Feb-10	Visit to MOE : meeting with Head of Schools Sports to review sport equipments specs
7-Mar-10	Visit to three Schools in Mafraq with SC engineer and Head of Sports in MoE and to assess the renovation needs
8-Mar-10	Visit to three School in Mafraq with SC engineer and Head of Sports in MoE to assess the renovation needs
9-Mar-10	Visit to three School in Amman with SC engineer and Head of Sports to assess the renovation needs
10-Mar-10	Visit to three School in Amman with SC engineer to assess the renovation needs
14-Mar-10	Visit to Southern Ghor with SC engineer and Head of Sports to assess the renovation needs
Component 3: PD	
NONE	
Component 4: Data Use	
NONE	

I. Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1.1: ECE		
Jan 2010 to now	Dr. Ghaleb Ahmed Rabab'ah	Updated KG teachers' competencies
Component 2.1: MIS		
January 2010	Dr Ahmad Qablan	MIS-Online Situational Analysis/ MIS-Online SA Report and recommendations
Component 2.2 : YTC/ STC		
Through February 2010	ABCD (Arabian Business Consultants for Development)	Evaluate the pilot phase of STC program. Final report.
Component 4.3 Strengthened Monitoring and Evaluation of the JEI		
March 6-7, 2010	Wendy LeBlanc	A two days training on the foundations of monitoring and evaluation

Annexes

J. Quarterly Report Activity Status Chart

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

[ERSP QR3 Jan-Mar 2010 28 Final.xlsx](#)