



EDUCATION REFORM SUPPORT PROGRAM (ERSP)

QUARTERLY REPORT

JULY 1, 2010 - SEPTEMBER 30, 2010



Cooperative Agreement: #278-A-00-09-00305-00

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Education Reform Support Program (ERSP)

Quarterly Report July 1 to September 30, 2010

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Executive summary

This is the first quarterly report of the second year of ERSP. It covers the period between July 1, 2010 and September 30, 2010.

This quarter ERSP solidified its role as a trusted and respected partner of the Ministry of Education. ERSP played a significant role in drafting the professional development program accreditation process, and was the first program to pilot this process for the accreditation of the in-service and leadership programs. This represents an enormous step forward for the Ministry, which now has the institutional structure and preliminary procedures to provide formal accreditation of professional development programs in Jordan. Furthermore, ERSP has been the pioneer among ERfKE II implementing partners in linking the in-service and leadership programs to the new professional development framework and to a new credit and promotion system. The Ministry's trust in ERSP is evident in the invitation extended to the Chief of Party and the ERSP Component Leader for Professional Development to participate in the Secretary General's Task Force.

ERSP has made great progress this quarter on the Early Childhood Education component, collaborating closely with the Ministry's ECE Technical Committee to review ECE policy and staff capabilities, finalize KG teacher competencies, develop a framework for parental involvement in grades K-3, and revise the Quality Assurance system. The YTC component has also shown impressive progress this quarter, working with the Ministry to provide career counseling services to thousands of students and rolling out training for school personnel in Life Skills through Sports. The MIS-Online Technical Committee was extremely busy preparing to implement the program in 34 new schools, with revised training and improved follow-up support. ERSP is working closely with the Ministry to develop consensus about the integration of MIS-Online into the regular curriculum. The Professional Development component continues to garner praise throughout the Kingdom, with particular acknowledgement within the education sector of the expertise of ERSP partners.

Some delays continued this quarter, especially with regard to the Data Use for Decision Making component. ERSP efforts to clearly define the database integration problem at the central level have been hampered by procedural disagreements with the Queen Rania Center. However, ERSP is making progress with regard to strategies for improving decision making at the school level, as described later in this report. Meanwhile, the grant to build monitoring and evaluation capacity of the Jordan Education Initiative (JEI) is beginning to bear fruit, as JEI prepares to take on a leading role in the implementation of the MIS tracer study.

ERSP has also demonstrated its eagerness to collaborate with other development partners. In a unique collaboration with JSP, another USAID-funded project, ERSP conducted a needs assessment at three newly constructed schools, designed a PD training program to respond to those needs, and began training this quarter. ERSP is working closely with Her Majesty's Queen Rania Teacher Academy, Queen Rania Award for Excellence in Education, and other local education initiatives to promote teacher recognition throughout the Kingdom. ERSP is also participating in an ongoing dialogue with the World Bank, the EU and CIDA partners in Jordan to ensure productive collaboration wherever possible toward achieving ERfKE II objectives.

By institutionalizing systems and procedures for some activities within the Ministry, ERSP has moved the ERfKE II support agenda forward despite frequent changes in Ministry leadership.

Through pioneering MoE reform efforts consistently delivering high caliber training and thorough, professional results, ERSP is earning the respect of the Ministry and other education actors in Jordan and building political capital that will fuel future accomplishments.

This quarterly report 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 |
| 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 |
| 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 Education Reform for a Knowledge Economy (ERfKE), and focus on particular aspects of the Ministry of Education policies, strategies and outreach systems in keeping with the reform vision. ERSP is assisting the education sector to develop the capacity to implement and sustain specific objectives of the second phase of ERfKE. 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;
- 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 institutionalization 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 and equipping counseling centers, offices, and playgrounds, and supporting the effective implementation 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

Several personnel changes in key positions within the Ministry this quarter slowed our progress on a limited number of activities. However, overall momentum of ERSP components remains strong, and the commitment of MoE Technical Committees to achieving our shared goals has propelled us ahead. Below is the presentation of the ERSP successes achieved this quarter, challenges faced and actions to be taken.

Successes Achieved this Quarter

Through its participation in the Minister-appointed Accreditation Committee, ERSP played a leadership role in drafting the accreditation framework. ERSP's in-service and leadership programs were the first to receive Ministry accreditation through this institutionalized process.

- In collaboration with the ECE Working Group at the Ministry, ERSP finalized the KG teacher competencies and engaged stakeholders in a dialogue to build national consensus on those competencies. This is an important step toward introducing standards for KG teachers and improving their training.
- The Ministry's MIS-Online Technical Committee raced the clock to prepare 34 schools to implement the program this semester, providing improved training and follow-up support based on lessons learned from the previous pilot and the situational analysis.
- ERSP handed over 11 completely refurbished KGs to the Ministry, and began renovations on 19 more in Amman and Zarqa.
- The School to Career team leveraged private sector commitment to a strong workforce in two exciting public-private partnerships: an agreement with Radisson Blu to establish a career counseling center in Aqaba, and another preliminary agreement with Bank of Jordan to establish a career counseling center in Amman.
- The Life Skills through Sports Activity has significantly advanced this quarter with assessments for the first set of school completed and 15 playgrounds renovated and curriculum and training materials produced.
- ERSP provided Induction Foundation training to over 1,000 teachers in the first phase and collaborated with the Ministry to determine a selection process for schools to participate in the in-service training to begin next quarter.
- In collaboration with another USAID-funded education project, ERSP provided specialized training support to school staff at three new Jordan Schools Project (JSP) schools in Aqaba.

Challenges

- ERSP continues to face resistance from the Ministry on the Data Use for Decision Making component. In order to keep making progress, we are pursuing the central-level objective (4.2) and the school-level objective (4.1) simultaneously and on separate tracks.
- ERSP's refusal to pay honorarium to Ministry staff for their participation in program activities continues to inhibit participation and engagement among some individuals on a few Technical Committees.
- Frequent changes in Ministry leadership have resulted in a long delay in the approval of the pending Teacher Policy Framework.

Actions to be Taken

- ERSP is exploring alternatives for implementation of the Data Use for Decision Making component and seeking ways to circumvent political obstacles to progress.
- ERSP is working with Ministry staff to encourage their participation and commitment without receiving honorarium payments.
- ERSP will continue its collaboration with other USAID projects, Her Majesty's education initiatives, and other donors in support of ERfKE II goals, including planning an event in the Spring to acknowledge excellent teachers.

- ERSP will continue to support the Ministry by institutionalizing policies and procedures that remain in place even when personnel in key leadership positions change.

Program Component Activities and Progress

For each Component and sub-Intermediate Result 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 to enhance its capacity and help them to recruit and train more ECE supervisors, improve systems for implementing 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 the 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.

This quarter posted several major successes in the Early Childhood Education component. ERSP handed over 11 completely refurbished KGs to the Ministry and began renovations on 19 more in Amman and Zarqa. The renovations team also provided equipment and supplies for four new JSP kindergartens in Aqaba. ERSP completed a first draft of the review of MoE ECE policies and an assessment of ECE staff capabilities and presented these to the Ministry and other stakeholders in a workshop for discussion and feedback. In collaboration with the ECE Working Group at the Ministry, ERSP finalized the KG teacher competencies and engaged stakeholders in a dialogue to build national consensus on those competencies. This is an important step toward introducing standards for KG teachers and improving their training. Working across divisions of the MoE, ERSP developed a K-3 Parental Involvement framework, a holistic PI training plan and accompanying materials. ERSP worked with central MoE and FD staff to revise the Quality Assurance system and enhance the QA training materials based on feedback from teachers, principals and MoE staff. The team is now beginning its training of 1,200 teachers and principals using the improved materials.

Objective 1.1 Strengthened Capacity of Ministry ECE Staff

Successes Achieved this Quarter

- The ECE team received the report on MoE ECE policies and staff capacities from the consultant who was contracted in the previous quarter.
- The team conducted a workshop to present the findings of the draft report to the Ministry staff and other stakeholders.

Challenges

- Discrepancies in the data needed from the MoE delayed finalization of the report. For example, the Ministry has provided two widely divergent figures for enrollment rates.

Actions to be taken

- The Secretary General requested that the MoE forms a committee (including members of the ECE team) to look into the data needed for the report and beyond. In the meantime we expect to receive a final number for enrollment upon which we can build our plan.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved this Quarter

- The Renovations team finished the renovations of 11 KGs and handed them over to the MoE.
- The team assessed 19 KGs for the next renovation tender in collaboration with the FD representatives.
- Renovation works began in the 19 KGs in Zarqa and Amman Governorates.
- The team assessed 31 KGs in collaboration with the FD representatives.
- The team completed furnishing of six KGs in Amman and Ain Al Basha.
- Vendors distributed wooden furniture and installed playgrounds in ten KGs in Amman and Zarqa.
- Vendors installed curtains in 10 KGs in Amman and Zarqa.
- Working with local vendors, the team equipped and supplied four KGs at JSP Schools in Aqaba.

Challenges

- School principals were sometimes uncooperative with scheduling site visits and equipment delivery due to the summer vacation. The team overcame this challenge by allowing the principals to appoint an informal guard to oversee the work of the renovations contractors so the principal can leave.

Actions to be Taken

- The next action is to complete work on the 19 KGs where renovations are already underway and also to deliver the equipment and the furniture once the renovations are completed.
- An ECE launch ceremony will feature the newly renovated KG at Um Abhara school. The launch event will welcome USAID/Jordan Mission Director Mr. Jay Knott.
- Additionally, the team will solicit renovation bids from local construction firms for the next cluster of 31 KGs.
- Work will begin on the renovations of the next cluster of KGs.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved this Quarter

- The ECE team has worked with the ECE Working Group to finalize the KG teachers' competencies. This is an important step because these competencies comprise the framework for review and mapping of the KG teachers' training programs.
- The Working Group mapped available MoE KG teacher training programs and submitted a report of findings, recommendations and next steps to the Secretary General.
- A local consultant drafted a comprehensive assessment of KG learning environment, KG teachers' knowledge and skills, and the grades 1-3 curriculum.
- The ECE team conducted a national workshop with twelve universities in attendance as well as all educational organizations to review the competencies. This was an important step toward ensuring stakeholder engagement and consensus on KG teachers' competencies.

Challenges

- The process to finalize the KG teachers' competencies and to map related training programs took more time than intended.

- The first draft of the comprehensive assessment needed substantial revisions.

Actions to be Taken

- Advocate for the Ministry to endorse the competencies.
- Request the Ministry to formulate a working group that will develop a comprehensive training package.
- The team is awaiting the revised comprehensive assessment.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved this Quarter

- The ECE team developed a K-3 PI training framework and materials. There had been no framework for grades 1-3 previously, and ERSP was the first one to prepare those materials.
- The team developed and submitted a holistic PI training plan. The plan includes all steps necessary to implement a program, bringing together two different divisions within the Ministry.

Challenges

- The MoE delayed approval of the training framework and the plan. The Secretary General has already signed the approval request and agreed to the implementation plan, but it still needs to be processed.

Actions to be Taken

- Gain approval on training framework and plan. Once it is approved we will select the coordinators, review together the learning outcomes of the training and start training teachers.
- Select grades 1-3 Parental Involvement Coordinators and confirm the availability of KG PICs. They will first train, then coordinate the main activities when the Core Training Team from the MoE takes over.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved this Quarter

- The ECE team conducted focus group discussions with teachers and principals to identify gaps in implementing the QA system and presented the findings to USAID. The major recommendations were to review the system, conduct training of teachers and principals, review audit tools, and build MoE capacity to analyze the audit data.
- The team worked with QA members from both central and the field directorates to revise the QA system. As the revised QA system rolls out, the team is keeping track of things that need to be improved so they can be incorporated in the next round of revisions.
- The team enhanced QA training materials based on the feedback from teachers, principals and QA staff. The training materials were improved by including practical materials for teachers, helping them realize what's required so they are more accurate in their reporting.
- The QA Division requested a training plan and the ECE team delivered it.

Challenges

- No major challenges in this objective during this reporting period.

Actions to be Taken

- Begin training 1,200 teachers and principals using the revised training materials in October.

- Enhance auditing tools, and suggest analysis mechanism.

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

In collaboration with the Ministry, the YTC team is developing a comprehensive workforce skills framework that draws on the National Education Strategy, which identifies the academic and personal management skills that are necessary for success in the workforce. The YTC team is strengthening field directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The synergy between programs will help teacher and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors (personal management skills).

This quarter posted several major successes in the Youth, Technology, and Careers Component. The MIS-Online team collaborated closely with the MoE MIS-Online Working Group to review and suggest modifications to the content. The team improved the training materials based on the results of their assessment and trained school personnel from 34 schools using the improved materials. ERSP continues to work closely with USAID and the Ministry to develop consensus around the future of MIS-Online. The School to Career team developed a training-of-trainers program and Pathways to the Future materials for students based on the results of their assessment on STC phase 1. The team selected and trained the Core Training Team and led applied career counseling sessions that benefited 88 participating youth and built the training capacity of 63 adults from MoE in central level and directorates' level. In an exciting public-private partnership, the STC team established an agreement with Radisson Blu to establish a career counseling center in Aqaba, and another preliminary agreement with Bank of Jordan to establish a career counseling center in Amman. In addition the STC team partnered with the private sector to implement Career Days that benefited 18,573 students from Grade 8-11 and provided internships for 78 counselors. The Life Skills through Sports team renovated 15 schools' playgrounds. The team developed Life Skills through Sports activity material and held a workshop to train PE teachers with the Head of Sports on how to use sport activities to develop workforce and life skills. ERSP is collaborating closely with the Ministry on the selection criteria and terms of reference for the Core Training Team, who will lead the implementation of LStS on behalf of the Ministry. The LStS team also got a donation of paint from the private sector, which will be used for painting a number of playground fences.

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved this Quarter

- The MIS-Online Enhancement Working Group conducted several workshops and developed a document outlining the necessary changes to enhance MIS-Online.
- The MIS team contracted JAID to make the improvements requested by the MIS-Online Enhancement Working Group.
- The team developed improved MIS-Online training materials. Previously the materials were focused on content, but the team learned from the assessment that the teachers need more support in pedagogical approaches (such as co-teaching) than content. The revised training also incorporated evaluation strategies, which were lacking before.
- A special MIS-Online Training Working Group developed training workshops and then conducted the training in eight training centers. Thirty-four schools (including the principal, three teachers and the field supervisor from each school) participated in this two week training program.

- At International Youth Day, the team introduced youth to MIS-Online. Participants showed keen interest in the program and anticipated that it would equip students in the 11th grade with market-oriented skills.

Challenges

- Official approval remains pending for MIS-Online to have a confirmed allocation of hours within the MI Stream implementation schedule to be followed during the academic year. During a meeting with the MIS team and the Secretary General, Dr. Ahmad Ayasrah, it was evident that all agree with this strategy and advocate its approval. They all seemed to question what constituted official approval for asserting this in the MIS Schedule. A letter is being prepared by the Curriculum department authorizing the MIS-Online to be taught during 3 hours of the MIS allocated schedule.
- The reality of the situation is that this letter support ERSP implementation of MIS-Online activities to proceed with teaching MIS-online during the official school hours. However, the ERSP team believes higher level approval may still be needed to secure these 3 hours per week as an official part of the MIS curriculum.

Actions to be Taken

- Conduct implementation site visits to monitor the program delivery process. Data collected from these visits will be used to improve the next round of MIS-Online training.
- Launch MIS-Online on the Ministry's education portal EduWave.
- Work with the MoE to develop an MIS-Online implementation strategy.
- Conduct the second phase of the training program for the same 34 schools at the beginning of the second semester.
- Draft the design of the MIS Tracer Study, which will be led by a research team from JEI.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved this Quarter

- The STC team developed ToT and Pathways to the Future Materials based on the results of their assessment on STC phase 1.
- The team trained 65 participants (10 MoE central staff, 39 school counselors and 16 heads of counseling at the directorate level) for five days across three workshops on ToT and Career Counseling. In addition, 88 students (40 females and 48 males) participated in applied Career Counseling sessions.
- The team selected 11 Core Training Team (CTT) members at the national level according to the master trainers ToR and Criteria.
- The team selected 18 trainers and 18 co-trainers to implement the STC curriculum for counselors, with supervision and mentoring from CTT members.
- Mr. David-James Wilson, an international consultant, expanded his work with the STC component by implementing two ToT workshops with the YTC team for CTTs and DTTs.
- The team reached a preliminary agreement with Radisson Blu to establish a career center in Aqaba.
- The team assessed 56 counseling offices and four career centers for potential infrastructural improvements, such as minor renovation projects and computer equipment.

Challenges

- The MoE has not yet appointed the new Technical Committee members after the changes in their team.

- Some of the participants complained about having to attend the workshop during their summer vacation. In fact some counselors (particularly in the South) did not show up for this reason.
- The MoE insisted on not distributing the final version of the ToT and career counseling manuals in the field before reviewing the technical language and getting the Training Directorate's approval. This caused a delay in the implementation of the Applied Career Counseling activity for the students.
- Some of the counseling offices were too small.

Actions to be Taken

- Implement the next round of workshops during counselors' workdays instead of during vacation time to increase attendance.
- Collaborate with the MoE to review the manuals intensively to make sure they are finished on time.
- Emphasize principals' role in engaging parents in STC activities during training.
- Complete the assessment of the career centers and counseling offices.
- Attempt to replace the small counseling rooms with bigger ones.

Objective 2.3 Improved Life Skills Education

Successes Achieved this Quarter

- The Life Skills through Sports (LStS) team successfully renovated fifteen schools' playgrounds.
- The LStS team developed a curriculum focusing on life skills, workforce and play skills through four games (basketball, volleyball, handball and football).
- The team selected Jordanian consultant Dr. Manal Al Bayyat to help implement the LStS workshop and to monitor the PE teachers in the field.
- The team developed selection criteria and terms of reference for the CTT.
- The MoE approved the selection criteria and terms of reference. The training will be conducted in October 2010.
- The team signed a contract with an engineer to follow-up on the renovated playgrounds.

Challenges

- Finding private sector sponsorship for playground renovations is a challenge.
- The preliminary playground assessments noted that most of them need reconstruction and renovation work which exceeds the available resources. Therefore the YTC team had to prioritize the needs in order to address the most critical ones. ERSP is not able to meet all those needs within its current budget.
- Life skills activities are implemented after school hours come with no additional financial incentives which can pose motivation issues on the part of teachers and students to participate.

Actions to be Taken

- Continue to seek sponsorship from the private sector for playground renovations.
- Work through School Teams to start involving the community for more support in playground renovation.
- Address the MoE policy on the possibility of opening schools' playground for students after school hours.

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 approach. It is also introducing a training program specific to the effective use of the newly designed school facilities constructed through USAID JSP Project (newly added activity, Objective 5). 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 educators, 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.

This quarter ERSP achieved several major successes in the Professional Development and Credentialing Component. ERSP trained 1,121 new teachers in Foundations training, and 824 new teachers in General training this quarter. The team also worked closely with the Ministry to agree upon selection criteria to determine which schools will participate in the second year of the in-service and leadership programs. At the JSP schools in Aqaba, ERSP conducted a needs assessment, designed a training program to respond to the identified needs, and began implementation of training this quarter. In pursuing the MoE Reform agenda, ERSP played a significant role in drafting the professional development program accreditation process, and was the first program to pilot this process for the accreditation of the in-service and leadership programs. While the process needs enhancement, ERSP is delighted to have overcome this hurdle on accreditation of our program. Furthermore, ERSP has been the pioneer in linking the in-service and leadership programs to the new professional development framework and to a new credit and promotion system. ERSP is also collaborating with other local education initiatives to promote teacher recognition throughout the Kingdom. Planning is underway to hold a major event in the Spring to recognize teachers.

Objective 3.1 Development and Implementation of an Induction Program for Teachers

Successes Achieved this Quarter

- The PD team trained 1,121 new teachers in 19 directorates in Foundations training. Both newly appointed teachers and those with less than one year of experience participated. Trainees provided very positive feedback upon completion of the training. General concepts included in the training are planning, change management, and communications.
- The team implemented General training for Induction in 19 directorates through 20 workshops with 46 sections. Of the 824 trainees who attended the general training, 583 attended 80% or more of the sessions. Teacher trainees were excited about the training and the post-training survey showed a high level of satisfaction.
- Based on trainee feedback and examples, evidence suggests that trainees started immediately implementing knowledge and skills they gained from the training in their classrooms. Trainees designed and implemented hundreds of lessons with the new pedagogies and integrated ICT skills.

Challenges

- Due to the delay in hiring the newly appointed teachers, the PD team had to do Induction training twice: first with teachers who were hired last year, and then again with the newly hired teachers.
- The Ma'an Directorate decided not to participate in the Foundation training.
- Only 824 teachers attended the General training out of the 1,121 who attended the Foundations training.
- The ERSP induction training was implemented at the same time as the MoE training for newly hired teachers which caused scheduling conflict between the two programs. As a consequence, we lost about 297 teachers who joined the MoE training instead.

Actions to be Taken

- Select the 300 teachers to implement the Specialized Foundation training based on their commitment to the training and their demonstrated interest.
- Implement the Specialized training for Induction.

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

Successes Achieved this Quarter

- The PD team worked closely with the MoE to establish a process of selecting schools and selection criteria which are satisfactory to both ERSP and the MoE.
- The team met with the field directorate contact persons (heads of supervision department) to start planning the coordination of in-service training for the second year.

Challenges

- The schools originally selected by the MoE for the in-service program were not suitable for a variety of reasons. For example, there was not a balance of male and female schools. The team overcame this challenge by developing a selection process whereby the MoE nominates 14 schools and then ERSP chooses seven of those based upon the previously agreed criteria.

Actions to be Taken

- Work with the heads of FD supervision departments to finalize list of schools for participation.

Objective 3.3 Change Leadership Training for Principals and Supervisors

There was no leadership training conducted this quarter.

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

Successes Achieved this Quarter

- The selection of the Ministry trainers is underway. ERSP came to an agreement with the Ministry upon a criteria and selection process for these trainers and have also agreed to select future trainers from current supervisors, principals and teachers (instead of only supervisors).

- The Ministry has asked ERSP to continue support in the establishment and accreditation of the pre-service teacher professional development programs offered by private providers.
- ERSP played a significant role in drafting the accreditation process and documents. ERSP was the first program to pilot this process for the accreditation of the teachers' in-service and principals' leadership programs.
- ERSP has been the pioneer in linking the teachers' in-service and principals' leadership programs to the new professional development framework and to a new credit and promotion system. ERSP has been asked to serve in an advisory capacity in the further development of this promotion scheme.
- ERSP is collaborating with other initiatives, including QRTA, JEI, Madrasati, Queen Rania Awards for Education Excellence to jointly promote teacher recognition through a collective strategy.

Challenges

- The recently formed committee to lead the new accreditation process is uninformed and ill-equipped for the task. With the support of Mary Tadros, ERSP has sought to address this challenge by enhancing the understanding within the Ministry on the committee's role. Further capacity building will be needed.
- Enhancing PD standards requires the endorsement of the Secretary General. ERSP has received his verbal endorsement, but he needs to officially initiate the enhancement process.
- The quality of the potential Ministry trainers is inadequate and in the South there are even fewer qualified candidates.

Actions to be taken

- Confirm the trainers to participate in the TOT.
- Continue to support the Ministry in an advisory capacity as they reform the accreditation and the teacher promotion systems.
- Participate in the committee guiding the process of accrediting the pre-service teacher training program.
- Continue collaborative efforts on teacher recognition with all stakeholders, as well as coordinate with QRAEE on activities that support both programs.

Objective 3.5: School Professional Development for JSP Schools

Successes Achieved this Quarter

- The PD team completed the needs assessment design, implementation and analysis.
- The team developed and customized the content of the training, implemented it, and provided 90 days of onsite support in the three schools. The training introduced the staff to the school's layout and the philosophy behind it.
- Three teachers received scholarships to study for the Higher Education diploma in ICT in education.
- Each of the three schools has built its school vision, mission, and code of honor. School staff planned and implemented activities to welcome students on the first day of school and introduce them to the school vision, mission, code of honor, and school layout.
- The team provided special training to the students in the three schools, which focused on building their commitment, ownership and awareness of their school and forming students' task forces to maintain the school.

Challenges

- Late teacher selection posed a preparation and scheduling problem for training.
- Teacher absenteeism was a problem during the initial training taking place prior to the beginning of the school year, particularly for the male school.
- USAID asked ERSP to provide seed funds to the JSP schools in the form of small gifts for students. Even though the request required a quick turnaround, the team has overcome this challenge through excellent communication between partners and a rapid mobilization of the field team.

Actions to be Taken

- Continue training on modules 2-5 in the three schools to help teachers develop task forces.
- Continue onsite support in the three schools.
- Select two more teachers per school to provide scholarships to study for the Higher Education diploma.
- Implement principals' coaching sessions and workshop.

F. Program Component Area 4: Data Use for Decision Making

ERSP will strengthen the capacity of Ministry staff to access and integrate data and to analyze the performance of the education system in the framework of its Key Performance Indicators (KPIs). The ERSP team alongside the Ministry will assess the challenges to data integration at the central level which are preventing productive use of data to inform decision making. The team will help field directorate planners analyze and make decisions based on sound data reflecting performance against KPIs. ERSP will also work at the school level to support principals in their use of data to provide pedagogical leadership, improving instruction and student achievement.

This quarter saw slow progress on the Data Use for Decision Making Component. As part of the objective to improve capacity at the school level, USAID identified in the project design a need for schools to use sound data to make decisions at their schools. The team is drawing on expertise internally and with local partners to identify a set of questions (within the parameters of the KPIs and the data that are currently available) that will help principals access and use Ministry's data to help them assess their schools' strengths and weaknesses as a basis for planning school improvements. The Ministry believes that these data cannot be accessed until it integrates its various databases, and ERSP needs to find out more about this claim and how this potential problem might be circumvented or resolved. ERSP efforts to contract a consultant to clearly define the problem while supported by the DCU faced interference from QRC, preventing progress.

Support activities for the JEI are also part of Component 4. The grant to build JEI's monitoring and evaluation capacity is beginning to bear fruit, as JEI prepares to take on a leading role in the implementation of the MIS-Online tracer study.

Objective 4.1 Improved Capacity at the School Level

Successes Achieved this Quarter

- The ERSP team, working closely with QRTA and JEI, has begun drafting analytical questions that principals may use as a tool to improve their management, based on available data.
- Meetings and follow-up are underway with ITG on the data entry fields and the development of analytical questions to trial a query development process by ITG.

Challenges

- ERSP is going through a rigorous dialogue internally and with partners to determine the best way to advance data-based decision making at the school level within the parameters of the KPIs and the data that is already available on EduWave.

Actions to be Taken

- Meet with DCU to discuss proposed approach to improving data-based decision making at the school level.
- Continue working with ITG on clarifications of data fields available and query development.
- Conduct focus groups with principals and teachers on the developed questions and data queries.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved this Quarter

- ERSP developed a SOW for the investigation of the data integration problem that was agreed upon by ICT, DCU and USAID.
- ERSP and QRC interviewed candidates for this consultancy.

Challenges

- ERSP faced considerable delays in the MoE review of the potential candidates. QRC interviews were brief and did not reference the approved SOW.
- ERSP and DCU had a difference of opinion on the qualifications of the candidates, and while a tentative agreement was reached, the ICT and QRC Director suggested a candidate that both DCU and ERSP deemed unqualified. With this stalemate, ERSP is re-opening the advertising and review process for this consultancy.
- The Managing Director for ICT, who played a primary role in defining the existing Component 4 SOW, was replaced with the Managing Director for QRC, who will fill both positions for now.

Actions to be Taken

- Re-advertise the data integration problem definition consultancy assignment.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved this Quarter

- JEI organized an internal one day workshop on foundations of qualitative research methods. Almost all JEI staff attended.
- JEI's CEO attended evaluation courses at The Evaluators' Institute at George Washington University in Washington, DC.
- In order to improve the capacity and quality of its work, JEI has purchased qualitative data analysis software as well as a membership in Smart Surveys, an online survey management program. This will allow the JEI monitoring and evaluation team to start designing its surveys electronically and asking participants to enter their responses online.
- In terms of material and resources, JEI has also purchased reference books to be used by the Monitoring and Evaluation department as well as other interested staff members.

Challenges

- The progress has been steady and there are no challenges to be mentioned. Activities are on track.

Actions to be Taken

- Work with ERSP to develop the work plan for the period from 15 October to 30 April 2011. The main focus of the period will be getting the two M&E staff members started on the certification process through The Evaluators' Institute. The work plan for the next six months will also include more involvement of JEI in studies that serve ERSP objectives and at the same time provide training for JEI staff.

Deliverable or Result Status for this Quarter

| Task (activity cluster) | Activities (sub activities) | Intended Outputs/Outcomes | AP 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 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 | Aug. 2010 | In progress; to be completed in Nov. 2010 | Assessment report |
| | 2. Conduct interviews with leading Ministry staff involved in ECE curricula, training and management | 4 key personnel interviewed | Aug. 2010 | | |
| | 3. Hold participatory capacity assessment workshop with MOE/ECE staff from Gen. Education, Curricula, ECE Technical Committee, Training and QA | 30 key ECE personnel participate in the assessment workshop | Aug. 2010 | | |
| | 4. Contract NCFA to compile ECE policies | Policy document developed | Aug. 2010 | | |
| Task 2: Develop and implement an overall sustainability framework | 3. Facilitate quarterly ECE Technical Committee meetings | 3 meetings conducted per year | Jul. 2010 | No meeting conducted; will convene based on need | Meeting minutes |
| | 5. Deliver 3 workshops with ECE PMC, TC, on strategic management, leadership, M&E | 23 attend the workshop and 60% demonstrate improved knowledge in areas over pre evaluation | Sep. 2010 | Delayed until Jan. 2011 | Participants and training data |
| Task 3: Build the capacity of Ministry staff to monitor all ECE activities | 1. Develop plan and budget w/MOE to increase no of ECE supervisors | 5 ECE supervisor join team | Sep. 2010 | In progress | Plan with budget |
| | 2. Develop training plan w/MOE for ECE supervisors | Plan developed and approved | Sep. 2010 | Delayed until Dec. 2010 | Plan |
| | 3. Develop competencies/job descriptions for supervisors with TC and ECE division (deliverable) | Job descriptions developed and approved | Sep. 2010 | Delayed until Dec. 2010 | Job descriptions |
| | 4. Develop and produce training curriculum for supervisors based on agreed-upon competencies | Training material developed and distributed based on agreed competencies | Sep. 2010 | Delayed until year 3 | 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 | 2. Site Assessment Process | 19 KGs from cluster 1.b and 31 KGs from cluster 2 are assessed | Sep. 2010 | Done | Assessment sheets |
| | 6. Implement the renovation work, supervise contractors during renovation to ensure quality standards are met, and finally hand over the KGs to the MoE | 1 spot check per site once a week (renovation of each KG should take 2 weeks) where work is being conducted on 5 KGs consecutively; final hand-over visit (upon completion of each KG) is documented and feedback shared | Sep. 2010 | In progress; work underway in 19 KGs | KG tracking data |
| | 10. Store, maintain inventory and systematically distribute furniture and equipment | A distribution system and schedule is put in place | Sep. 2010 | In progress; work underway in 19 KGs | KG tracking data |

| Task (activity cluster) | Activities (sub activities) | Intended Outputs/Outcomes | AP Target Date | Status | Deliverables |
|---|--|---|----------------|--|-----------------------------------|
| | 11. Support schools to conduct KG opening ceremonies | SC supports 50 KGs financially with opening ceremonies and has representatives in attendance for 20% of the KGs | Sep. 2010 | In progress | Activity report; KG tracking data |
| | 12. Support schools to involve whole communities in at least one small works activity for KGs (e.g. garden, painting, fence, clean up) | 10% of contacted parents/community members contribute to at least one activity on renovation | Sep. 2010 | Delayed until Dec. 2010 | Activity report |
| | 13. Publicly recognize private sector partners in the media and involve in KG opening ceremonies | 1 media publication with pictures highlight PPP per year | Sep. 2010 | Delayed until Dec. 2010 | Concept paper, activity reports |
| Task 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 | 3 FGD conducted (1 per region) with school leadership and community to participate in assessment | | In progress; to be completed Nov. 2010 | Report |
| | 2. Develop plan for improving teacher and school principals' capacities to manage and organize the environment | Work plan developed based on assessment findings | Aug. 2010 | In progress; to be completed Oct. 2010 | Plan |
| | 3. Update and enrich training materials for teachers/principals and KG supervisors on organizing and managing the physical environment | Training material developed and approved | Sep. 2010 | In progress; to be completed Nov. 2010 | Training materials |
| | 5. Work with supervisors to provide in-class mentoring and support to teachers in organizing/managing learning environment | 100% of newly renovated KG teachers will be visited twice per year accompanied by ECE supervisor | Sep. 2010 | In progress | Participant data |
| | 7. Develop and produce visual tools and tips for teachers on organizing the classroom | Tools developed, produced, and distributed as necessary | Sep. 2010 | Delayed until Dec. 2010 | Tools |
| Task 3: Develop a plan for sustaining a healthy learning environment | 2. Work with ECE PMC to address, plan, budget for maintenance of KG equipment, rooms | Maintenance plan set | Sep. 2010 | In progress; to be addressed in the ECE policy review report | Plan and budget |
| | 3. Involve private sector contributors in KG events and activities and build their commitment to support KGs (A.1.12 Obj.2) | 10% of private sector representatives attend at least 1 KG event | Sep. 2010 | Ongoing | |
| Sub-Intermediate Result/Sub-Component 1.3 Enhanced Skills and Behaviors of ECE Personnel | | | | | |
| Task 1: Develop and implement a comprehensive PD framework and training plan | 7. Produce ToT material for CTT | Resource material compiled and developed for CTT | June 2010 | In progress; to be completed in Nov. 2010 | ToT materials |
| Task 2: Develop and implement a training plan for all Grades 1- 3 teachers | 3. Develop materials on thematic approaches and early childhood development for Grade 1-3 teachers | Material developed covering thematic approaches | Sep. 2010 | Delayed until Nov. 2010 | ECD materials |
| Task 3: Develop and | 5. Develop and produce ECE newsletter for all teachers | 2 ECE newsletter distributed to KG teachers | | In progress; to be | Newsletter |

| Task (activity cluster) | Activities (sub activities) | Intended Outputs/Outcomes | AP Target Date | Status | Deliverables |
|---|---|--|----------------|---|--------------------------------------|
| execute a plan to monitor performance of grade 1-3 teachers | w/ MOE | per year | | completed in Oct. 2010 | |
| 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 | 3. Review and revise training curricula on parental involvement and develop materials for teachers in G1-3 | Parental involvement curricula reviewed and updated | Jul. 2010 | In progress; to be completed in Nov. 2010 | PI curriculum |
| | 4. Conduct a refreshment training for PI KG Coordinators (PICs) | 65 PICs are trained on PI | Sep. 2010 | Delayed | Participants' and training data |
| | 7. Develop materials for school principals on parental involvement and merge delivery with component 3 | PI material developed and merged with component 3 | Sep. 2010 | Partial completion; merging to be completed in year 3 | PI materials |
| | 8. Develop ECD activity packages for parents to use with children at home. | 1,250 packages developed and 100% distributed. FGDs with parents reflect change in PI | Sep. 2010 | In progress; to be completed in Dec. 2010 | ECD package |
| | 9. Support teachers and school principals to implement a series of parental involvement activities in K-3 | 100% of trained teachers plan and implement 1 activity per KG/school | Sep. 2010 | In progress | Activity reports; participants' data |
| Sub-Intermediate Result/Sub-Component 1.5 Improved quality of KG experience for children | | | | | |
| Task 1: Support the Ministry as they apply a system of standards | 2. Print current QA packages for second assessment to be done by MOE in second half of academic year 09-10 | 1350 QA packages printed and distributed | Aug. 2010 | Continued in year 3 | QA packages |
| Task 4: internal quality audits on QA system | 1. Conduct internal quality audits by principals for their KGs | Internal audits by principals completed | Sep. 2010 | Delayed until Feb. 2011 | QA assessments report |
| Intermediate Result/Component 2: Youth, Technology and Careers Development | | | | | |
| Task 1: Establish management teams | 5. Review, update and obtain endorsement of defined workforce skills as foundation for all component activities | Workforce skills defined by technical committee and private sector representatives | Sep. 2010 | In progress | WF skills document |
| Sub-Intermediate Result/Sub-Component 2.1: Enhanced MIS curriculum | | | | | |
| Task 2: Improve learning achievement for grade 11 MIS students | 2. Enhancement of 11th grade MIS-Online | Upgraded version of MIS Online following the situational analysis | Jul. 2010 | Done | Upgraded version of MIS-Online |
| | 3. Mapping MIS and MIS-Online learning outcomes | Curriculum Learning outcomes mapped | Sep. 2010 | Delayed until Nov. 2010 | MIS mapping document |
| | 4. Address policy level issues related to MIS-Online | Policy level decisions made | Sep. 2010 | Ongoing | |
| | 5. Establish MIS-Online program support strategy | MIS-Online rollout plan (in Yr1: 1 school from each field directorate i.e. 40 schools) | Jul. 2010 | In progress; to be completed Dec. 2010 | Roll-out plan |
| Task 3: Implement roll-out strategy | 1. Develop manuals for MIS-Online capacity building activities | MIS-Online capacity building manuals | Jul. 2010 | Done | Training material and manuals |
| | 2. Train MIS-Online selected schools personnel | Provide specific training sessions to 120 MIS | Aug. 2010 | Done | Participants' and |

| Task (activity cluster) | Activities (sub activities) | Intended Outputs/Outcomes | AP Target Date | Status | Deliverables |
|---|--|---|----------------|---|---|
| | | teachers, 18 supervisors and 40 principals in 40 schools | | | training data |
| | 3. Train selected teachers and supervisors (ToT) to become MIS-Online trainers | 120 MIS Teachers and 18 Supervisors | Aug. 2010 | Done | Participants' and training data |
| | 4. Support implementation of MIS-Online course in schools | 1,095 MIS students in grade 11 in 40 schools participate in MIS-Online | Sep. 2010 | Delayed until Oct. 2010 | Tracking data |
| Task 5: Support the implementation of M&E activities toward enhancing MIS-Online Implementation | 1. Data Collection and program evaluation | M&E report | Sep. 2010 | Delayed until Oct. 2010 | 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 | 6. Develop and obtain endorsement for career counselor competencies | Career counselor competencies list is developed, approved and tested. | Aug. 2010 | Delayed until Dec. 2010/Jan. 2011 | Counselors' competencies |
| | 8. Develop QA system for STC including self-assessment, resource manual and tools | QA system established and tools developed | Aug. 2010 | Delayed until Q3 | QA system, tools and manuals |
| Task 2: Develop and implement a holistic plan of all STC activities | 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 | | In progress | Participants' and training data |
| | 4. Support Core Training Team to conduct training on all STC components with 330 Counselors and their Directorates Coordinators | Counselors and coordinators are trained by the CCT with SC mentoring. FGD with counselors reflect a positive trend of implementation | | Ongoing | Tracking data |
| | 7. Support counselors, directorate STC coordinators and school principals to implement STC activities with students in 78 schools (applicable to all sub-activities i.e. counseling sessions, YLM, internships, career days) | Each implementing counselor develops a plan that is approved by MoE and supervisors closely follow up on implementation. 60% of counselors implement the plan | | Delayed until Q2 | Participants' and tracking data; activity reports |
| | 12. Develop training modules on mentoring tools and build directorate STC coordinators capacity to mentor counselors | FGD with mentored counselors reflect the supporting trend of STC coordinators | | Delayed until Q2 | Training modules |
| | 13. Work with STC Directorate Coordinators to develop and implement annual plans for mentorship | Counselors are identified and better practices are shared among schools | | Delayed until Q2 | Tracking data |
| | 14. Support 30 FDs to renovate and equip career centers as a school and community resource through leveraging private sector support | 30 FD based career centers upgraded and equipped with private sector support | | Initiated; to be completed in Apr. 2011 | Tracking records |
| | 15. Support 300 schools to upgrade career counseling offices through leveraging private sector support these, located where career centers are not established | school based career counseling offices upgraded and equipped with private sector support | | Initiated; to be completed in Apr. 2011 | Tracking records |
| Task 3: Involve parents, the local community | 1. Develop STC components on parental /community engagement | Parental engagement activities sets and PPP guidelines are integrated into the STC | Sep. 2010 | Delayed until Q2 | Materials |

| Task (activity cluster) | Activities (sub activities) | Intended Outputs/Outcomes | AP Target Date | Status | Deliverables |
|--|--|--|----------------|--|---------------------------------|
| and the private sector in YTC activities | 2. Develop manual on STC management an PPP for school principals | curriculum. Manual and tools developed | | Delayed until Q2 | Manual |
| | 5. Engage the YTC Business Leaders Committee to leverage private sector support for STC activities | 5 initiatives raised and 5 agreements signed | Annually | Ongoing | Signed agreements |
| | 6. Involve the private sector directly in internships, career days, renovations and upgrades, Youth Livelihoods Mapping, and defining workforce skills | 80% of target schools have participating private sector companies in career days and internship programs | Sep. 2010 | Ongoing | Activity reports |
| Task 4: Develop and apply a monitoring plan | 1. Create monitoring plan to measure progress towards institutionalizing and meeting standards in collaboration with Technical Committee | M&E plan developed with identified indicators | | In progress | M&E plan |
| 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 | | Ongoing | Activity reports |
| | 4. Conduct renovations of the playground facilities | Renovated playgrounds | Sep. 2010 | In progress | Tracking records |
| | 5. Develop, test and implement "life-skills through sports" curriculum integrating workforce skills as well as life skills | Curriculum developed, approved and tested | | Done; testing in Oct. 2010 | Curriculum |
| | 6. Provide schools with basic sports and games equipment to implement the program | Schools receive equipment, 70% implement | Sep. 2010 | Done | Tracking records |
| | 7. Train at least 3 adults per school to coach for life-skills, mentoring and leadership activities | At least 3 adults for each 100 locations for a total of 300 individuals (PE teacher, parent, community member) are trained | | To be initiated in Oct. 2010 | Participants' and training data |
| Intermediate Result/Component 3: Improved Professional Development and Certification | | | | | |
| Sub-Intermediate Result/Sub-Component 3.1 Pre-service (Induction) professional development | | | | | |
| Task 2: Delivery induction training | 1. Training implementation for Foundation Training | 400 newly hired teachers trained on foundation training | Jul. 2010 | Done | Participants' and training data |
| | 2. Training implementation for General Training | 400 newly hired teachers trained on General training | Sep. 2010 | Done | Participants' and training data |
| Sub-Intermediate Result/Sub-Component 3.2 In-service professional development: A school-based model | | | | | |
| Task 2: Deliver in-service training | 1. Training implementation for Foundation Training | 581 Trained in-service teachers on foundation training | Sep. 2010 | Delayed until Oct. 2010 | |
| | 3. Training implementation for Specialized in-service Training | 384 Trained in-service teachers on specialized training | Jul. 2010 | Delayed until Jan. 2011 | |
| | 4. Onsite support in schools | 12 days onsite support/ school and 6 days onsite support/school | Aug. 2010 | Delayed until Jan. 2011 | |
| Task 3: Training of Ministry Trainers | 1. Ministry identifies the trainers to be trained | 72 Ministry trainers identified in the in-service field directorates | | Delayed until Nov. 2010 | |
| | 2. Trainers participate in CADER program as Trainees | 72 Ministry trainers trained in the in-service program in the FDs | Aug. 2010 | Delayed; pending participant selection | |

| Task (activity cluster) | Activities (sub activities) | Intended Outputs/Outcomes | AP Target Date | Status | Deliverables |
|--|---|---|----------------|-----------------|---------------------------------|
| Sub-Intermediate Result/Sub-Component 3.5 Support School Professional Development for JSP Schools | | | | | |
| Task 1: Identify priorities | 1. Needs Assessment to map school competence and situation | Assessment report for 3 JSP schools | Aug. 2010 | Done | Report |
| Task 2: Design course content | 1. Content development for Block 1 "My New School" | 5-day Training module | Aug. 2010 | Done | Training materials |
| | 2. Content development for Block 2 "New School Environment and Culture " | 15-day Training module | Sep. 2010 | Done | Training materials |
| | 3. Content development for Block 3 "Leadership, Management, Communication & Planning" | 10-day training module | Sep. 2010 | Done | Training materials |
| | 4. Content development for Block 4 " My School Policy" | 4- day training module | Sep. 2010 | Done | Training materials |
| | 5. Content development for Block 5 "Innovation in the School" | Coaching module | Sep. 2010 | Done | Training materials |
| Task 3: Deliver in-service training program in schools | 1. Implementation of Block 1 "My New School" | 3 schools 25 participants from each school; total of 75 participants trained | Sep. 2010 | Done | Participants' and training data |
| | 5. On-site support in schools | Onsite support in each school over 3 semesters: 24 days in semester 1; 12 days in semester 2; and, 6 days in semester 3 (in the following year) | Sep. 2010 | Done | Participants' and training data |
| Task 4: Support sustainability through school leadership | 1. HED scholarships for CADER's High Education Diploma Program "ICT in Education" for selected teachers "Champions of Change" | 3 scholarships per school CADER is working with; a total of 9 scholarships | | Done | List of recipients |
| | 2. One-to-one coaching sessions for principals | 3-hour sessions per principal over 3 semesters: 12 sessions in semester 1; 6 sessions in semester 2; and, 4 sessions in semester 3(Third Year) | Sep. 2010 | Delayed | |
| | 4. Change dissemination events | 4 events in each school (i.e. total of 9 events in Y2): 1 event at the beginning of semester 1; 1 event at the end of semester 1; 1 event at the end of semester 2; and, 1 event at the end of semester 3 (in the following year) | Aug. 2010 | Delayed | |
| 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 | 3. Meet w/ JEI monthly to monitor progress | Monthly progress reports and reviews | Ongoing | Done (on-going) | Progress reports |
| | 6. Attend training courses | Capacity-building activity | Jul. 2010 | Done (on-going) | Activity report |
| | 9. Participate in study tours | Capacity-building activity | Sep. 2010 | Done(on-going) | Activity report |
| Task2: Provide grants for technical assistance | 1. Attend proposal writing workshop | Improved Proposal writing skills | | Delayed | Activity report |

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 2.2: YTC/ STC | | | | | | | | | | | | | |
| 1 | ERSP-YTC / STC | STC - ToT & Career Counseling | 18-7-10 | 22-7-10 | Training workshop | Central Region/ Amman | 2454.65 | | | MoE center Staff , Head of Counselors and counselors from Central & North Regions | 11 | 21 | |
| 2 | | | 25-7-10 | 29-7-10 | Training workshop | Central Region/ Amman | | | | MoE center Staff , Head of Counselors and counselors from Central & North Regions | 8 | 14 | |
| 3 | | | 1-8-10 | 5-8-10 | Training workshop | South Region/ Aqaba | 1982.18 | MoE center Staff , Head of Counselors and counselors from South Region | 5 | 6 | | | |
| Component 2.1: YTC / MIS | | | | | | | | | | | | | |
| 1 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 25-10-10 | 27-10-10 | Workshop sessions | South 1 ¹ / Mo'tah Secondary school for girls in Mazar | 0 | 96.80 | 331.25 | MIS teachers and supervisors | 12 | 3 | |
| 2 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 25-10-10 | 27-10-10 | Workshop sessions | South 2 ² / Maan Secondary school in Maan | 0 | 0 | 244.95 | MIS teachers and supervisors | 13 | 1 | |
| 3 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 18-10-10 | 20-10-10 | Workshop sessions | Center 1 ³ / Islamic Scientific College school in Amman | 0 | 0 | 412.50 | MIS teachers and supervisors | 12 | 5 | |
| 4 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS | 18-10-10 | 20-10-10 | Workshop sessions | Center 2 ⁴ / Sahab Secondary school for boys in Amman | 0 | 56.40 | 295.85 | MIS teachers and supervisors | 6 | 7 | |

¹ South 1: Karak, Southern Jordan Valley, Mazar, Qasr, Tafilea, Bseira

² South 2: Aqaba, Maan, Shobak, Petra

³ Center 1: Amman 1, Amman 2, Amman 4, Ruseifeh, Private Education

| # | 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 | |
| | | Online | | | | | | | | | | | |
| 5 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 21-10-10 | 23-10-10 | Workshop sessions | Center 3 ⁵ / Al Hawouz Comprehensive Secondary school for girls in Zarqa | 0 | 0 | 358.20 | MIS teachers and supervisors | 14 | 4 | |
| 6 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 21-10-10 | 23-10-10 | Workshop sessions | Center 4 ⁶ / Al Balqa Secondary school in Salt | 0 | 70.00 | 364.50 | MIS teachers and supervisors | 14 | 1 | |
| 7 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 28-10-10 | 30-10-10 | Workshop sessions | North 1 ⁷ / Al Hussein Bin Talal Secondary school for boys in Irbid | 0 | 142.00 | 301.45 | MIS teachers and supervisors | 11 | 5 | |
| 8 | MIS Online Teacher Training | Training for MIS teachers on the content and delivery of MIS Online | 28-10-10 | 30-10-10 | Workshop sessions | North 2 ⁸ / Jarash Comprehensive Secondary school for girls in Jarash | 0 | 0 | 382.80 | MIS teachers and supervisors | 9 | 4 | |

Component 3: PD

| | | | | | | | | | | | | | |
|---|------------------------|--|-----------|-------------|----------|--|-------|------|--|---|-----|-----|---|
| 1 | Foundation - Induction | The program aims to demonstrate main concepts about planning, change management, communication, and building vision with newly hired teachers. | 12-Jun-10 | 5- Aug - 10 | Workshop | 68 training section for 2 foundation trainings, 37 section with last year hired teachers and 31 sections with newly hired teachers in 19 directorates (amman1, amman2, amman3, zarqa1, Zarqa 2, Irbid1, Tafeeleh, karak, aqaba, aljeeza, | 64326 | 6240 | | Newly hired teachers and one year experience teachers | 549 | 388 | Number of trainees who attended 80% of the workshop s or more |
|---|------------------------|--|-----------|-------------|----------|--|-------|------|--|---|-----|-----|---|

⁴ Center 2: Amman 3, Amman 5, Madaba, Theeban, Jeeza, Muwaqar

⁵ Center 3: Zarqa1, Zarqa 2, North Eastern Badiya, North Western Badiya, Mafraq

⁶ Center 4: Salt, Ein Al Basha, Deir Alla, Shouneh

⁷ North 1: Irbid 1, Irbid 2, Bani Kenana, Ramtha

⁸ North 2: Koura, Ajloun, Jarash, Northern Jordan Valley, Irbid 3

| # | 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 | |
| | | | | | | al mowaggar, alsalt, north badeia, east badeia, mafrag, koura, bani kenana, Jarash, and Ajloun) | | | | | | | |
| 2 | General Induction | The program aims to build capacities of newly hired teachers to play their modern roles in schools and classrooms, includes 5 blocks (be a good teacher, student centered learning and teaching, integrating ICT in education, authentic evaluation, personal skills) | 16-Aug-10 | 30-Sep-10 | Workshop | 46 training section in 19 directorates (Amman1, Amman 2, Amman 3, Zarqa1, Zarqa 2, Irbid1, Tafeeleh, Karak, Aqaba, Aljeeza, al Mowaggar, Salt, North badeia, East Badeia, Mafrag, Koura, Bani Kenana, Jarash, and Ajloun) | 230160 | 19200 | | Newly hired teachers; 824 trainees | 421 | 165 | Number of trainees who attended 80% of the workshops or more |
| 3 | JSP - school for tomorrow part 1 | The program aims to introduce school staff, students and local community to the new school layout and building ownership and commitment towards their school | 22-Aug-10 | 30-Sep-10 | workshops and onsite support | Aqaba, 10th area school, 8th area school and alkaramah school | 25696 | 1545 | | Teachers of JSP schools | 78 | 28 | |
| 4 | HED-JSP schools | Academic one year program that focus on teaching, learning, and educational leadership | 23-Sep-10 | 01-Sep-11 | workshops and onsite support | Aqaba, CADER's academy | 6338 | | | 3 selected teachers from Al karamah school, 10th area, and 8th school | 2 | 1 | |
| Component 4.3 Strengthened Monitoring and Evaluation of the JEI | | | | | | | | | | | | | |
| 1 | Introduction to Qualitative Research Methods | 1 day training for JEI staff on qualitative research methods | 15-9-10 | 15-9-10 | | Amman, Analyses | 1,200 | 0 | \$450.9 | JEI staff | 11 | 4 | |
| 2 | Evaluators' Institute | Attending courses in evaluation | 17-7-10 | 24-7-10 | | The Evaluators' Institute, Washington DC | 3,490 | 3,788. | 6,005.7 | JEI | 0 | 1 | |

Project management

A. Meetings with USAID and partners

| Date | Participants and Meeting Topic |
|---------------------------|--|
| General: | |
| July 6 | Partners' meeting with a University Group from Wisconsin who won a Fulbright-Hays grant. They requested the meeting to talk about the project activities they would like to undertake as well as learn more about education in Jordan, gain an understanding of ERSP and how we may help them organize and facilitate some meetings with education professionals in Jordan, teachers, students, etc. |
| July 8 | Donor coordination meeting at Dead Sea |
| July 13 | Meeting with QRAEE on ways to collaborate |
| July 29 | Meeting with ERSP partners, USAID and NPR reporter |
| August 15 | Meeting between ERSP component leaders and QREAA |
| August 30 | USAID partners meeting |
| September 1 | M&E Demo Presentation meeting at Primus |
| September 19 | USAID Education Partners meeting |
| Component 1: ECE | |
| July 11 | ECE/ SC M&E and Creative to review M&E plan |
| July 12 | MoE/ ECE Newsletter committee to choose one of three KG newsletter designs developed |
| July 15 | ECE workshop to review the MoE ECD Policies report with MoE relevant staff and relevant NGOs and INGOs |
| July 18 | MoE/ DTQS to discuss the drafted competencies and request their feedback |
| July 22 | ECE workshop to review the KG Teachers' Competencies with relevant national educational organizations |
| July 26 | QRTA discuss teacher recognition scheme |
| July 27 | ECE with policies review consultant and taskforce to receive input regarding policies report |
| July 28 | MoE QA & ERSP ECE QA with policies review consultant to discuss draft regarding QA feedback and input |
| July 29 | ECE, policies review consultant and NCFA to obtain their input regarding policies review report |
| August 1-31, September 15 | MoE ECE work group to enhance teachers' competencies, finalize the mapping report, and develop indicators for KG teachers' competencies. |
| August 3 | MOE QA/ ERSP ECE QA to discuss FG Sessions report |
| August 9 | UNESCO workshop presented Jordan's achievements regarding EFA goals |
| August 19 | ERSP ECE QA Presentation for USAID |
| August 24 | MoE Monitoring, Inspection and Quality Assurance Director, QA members and ECE QA to discuss future plans and support needed from ERSP |
| August 25 | MoE QA Division to amend the public KGs quality procedures and forms according to FG Sessions and internal audit results |
| August 30, September 6,8 | MoE curricula designers to approve, finalize newsletter design, and seek approval on the design from the committee. |
| August 30 | MoE QA Division to set training schedule |
| September 2 | UNICEF, to obtain their feedback on the MoE ECE draft report |
| September 6 | MoE/ECE Division to discuss suggested PI implementation plan for K-3 |
| September 16 | MoE/ECE DTQS to approve the PI P K-3 suggested Implementation plan for the |

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| | upcoming year 2010-2011 |
| September 16 | ECE/Creative to review the M&E database |
| September 16, 19, 27 | MoE/QA Division to approve training schedule, review the QA training material |
| September 20, 26, 29 | MoE/DTQS and G1-3 liaison officer to set next steps of PI implementation plan, and to review the PI training framework |
| Component 2.1: MIS | |
| July 14 | MIS-Online TC meeting, introducing the MIS-Online WG report and suggested modification / Participants, Curriculum, Training, QRC, Examinations, Field |
| August 5 | MIS Online simulation and presentation by group of students and teachers from Irbid during the International Youth Day (IYD) event in Petra |
| August 17 | planning meeting for the first MIS-Online training phase + Training Manual Development meeting/ Participant MIS-Online Training WG (Curriculum, Training, Examinations, QEC and field |
| August 18 | MIS-Online first phase training preparation meeting/ Participant MIS-Online |
| August 19 | Training WG (Curriculum, Training, Examinations, QEC and field |
| August 25 | MIS-Online in-class delivering meetings, MIS-Online WG + head of training + representative form field (Supervisors + Teachers) |
| August 29 | Digitized MIS-Online Version Meeting / JAID + ERSP |
| September 1 | MIS-Online Principals and Supervisor Work Shop preparation meeting/ |
| September 2 | Participants MIS-Online Training WG |
| September 2 | Tracer Study Meeting/ JEI + ERSP |
| September 8 | MIS-Online Training Manual reversion meeting/ Participants MIS-Online |
| September 9 | Training WG |
| September 27 | MIS-Online implementation strategy challenge meeting / Participants MIS-Online TC + MoE SG |
| Component 2.2 : YTC/ STC | |
| July 4-7 | Several meetings took place with Nuqul groups, National Co. for Tourism, Development and Intercontinental Hotel to discuss potential partnership with YTC components' activities |
| July 12, 13 | 2 meetings took place with Ahli Bank and Consolidated Contractors company to discuss potential partnership |
| July 28, 29 | Several meetings took place in Aqaba with Aqaba Container Terminal, Movenpick Hotel, Kempinski Hotel and Intercontinental Hotel to discuss their potential partnership in Aqaba and South region |
| July 28 | Meetings with Radisson Blu Aqaba took place to discuss potential partnership to establish a career center in Aqaba |
| August 2 | The MD of General Education and the YTC component Leader conducted a meeting with Radisson Blu Aqaba to discuss the potential partnership to establish a career center in Aqaba |
| August 5 | International youth Day at Petra |
| August 10 | Meeting with Abu Khader Group took place to discuss potential partnership |
| August 15-17 | Several meetings took place with Arab Potash Company, Egyptian Arab Land Bank, Hikmeh company and Zara Investment Holding Company to discuss potential partnership with YTC components' activities |
| August 24 | A meeting was held with STC core team members to discuss follow up feedback on the ToT and the materials that were delivered in the workshops |
| August 25 | A meeting with QRA was held through Creative Associate to discuss potential collaboration between STC and the award |
| August 29 | ERfKE 2 meeting on YTC and curriculum convened by SG |

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| September 6 | A meeting with counseling division head in MoE took place to discuss school counselors' plans for implementation of career counseling sessions in schools, beside set refreshment training day date for the STC lead trainers |
| Component 2.3: YTC/ LS | |
| July 6 | A meeting took place with the LStS consultant to agree on time bounded work plan |
| July 5 | A meeting took place with the Director of Sports to discuss and agree on the start date for the sport fields renovation work |
| August 12 | A meeting was held with the LStS consultant to review two documents submitted: analysis of LStS work in the MoE and proposed design for the new program for developing draft LStS – ToT material |
| September 22 | A meeting with sports activity division head in MoE took place to discuss the selection Core training team members, implementing the LStS training workshops and USAID visit to AL Mamora School |
| September 27 | 2 meetings took place with Istishari Hospital and Baddad Holdings to discuss potential partnership with YTC Component |
| September 27 | A meeting took place with Jotun Paints / Marka Branch to the potential support and partnership, Jotun Paints donated with 3 Gallons of painting |
| Component 3: PD | |
| July 1 | A meeting was held with DTQS were the following issues were discussed: <ul style="list-style-type: none"> - TOT training content and target group, we agreed to keep working based on what we have in the ERSP plan. Induction training, where Mr. Riyad Aylouti submitted final list of 1200 teachers with one year experience or less for induction |
| July 4 | A meeting was held between Mohammad Hourani from CADER, Eileen from CA with the Secretary General Dr. Ahmad Ayasrah in the MoE where the induction training was discussed in terms of target group of teachers to be trained and the timeline for that |
| July 6 | Dr Amin and Mohammad Hourani from CADER attended the first donor coordination meeting for ERfKE II held in the Dead Sea, the meeting aimed at creating among donors and MoE officials new spirit of collaboration to support the effective implementation of ERfK2 |
| July 7 | Meeting between Eileen, Mohammed and SG on PD accreditation |
| July 11 | Meeting with SG on induction selection |
| July 12 | A meeting was held between Mohammad Hourani, Qais Momani, and Dr. Ghassan from CADER, Jumana and Jeanne from CA to discuss the M&E tools and what have been implemented so far, some modifications were agreed upon such as modifying the school checklist and making it more suitable for pre and post evaluation of the schools |
| July 19 | A meeting was held between Dr. Amin Amin, Qais Momani, and Dr. Ghassan Qteit from CADER, Dr. Eileen George and Jeanne Moulton from CA, and Nour Abu Al Ragheb, Suzan Ayari from the USAID to discuss the M&E tools and what was implemented so far, some modifications were agreed upon such as modifying tools that can represent the changes in the school, so that everything in terms of behavior, knowledge, and attitude would be observed in the schools that are trained |
| July 24 | Meeting with QRTA on teachers standards |
| July 29 | Meeting between CADER and CMP on JSP collaboration |
| July 29 | A meeting was held in the MoE with the DTQS team; Ms.Yousra Azzeh, Mr. Mohammad Ghazal, and Mr. Riyad Aylouti, with Qais Momani, Mohammad |

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| | <p>Hourani, Dr. Eileen George from the ERSP, where the following issues were discussed:</p> <ul style="list-style-type: none"> -TOT selection is to be processed as planned; Eileen should send the letter of the TOT again. -Enrollment of newly hired teachers with the current induction section to cover the shortages in attendees and approach a total of 1200 trainees in the program, a letter will be send by Qais To Mr. Ghazal regarding that issue. -The accreditation of the PD training, where some questions were answered and explained by the ERSP team. |
| August 3 | A meeting was held at the MoE between the Secretary General Dr. Ahmad Ayasrah, Mr. Mohammad Hourani from CADER and Dr. Eileen George from CA to discuss the accreditation process for the Principals training and teachers in-service training programs |
| August 5 | A meeting was held at the MoE between the accreditation committee and Mr. Mohammad Hourani from CADER and Dr. Eileen George from CA where Mohammad described the entire proposal, program and the idea behind the request for accreditation |
| August 8 | A meeting was held at the MoE with the Secretary General Dr. Ahmad Ayasrah in the presence of Mr. Mohammad Hourani from CADER, Dr. Eileen George from CA, Ms. Nour Abu Al Ragheb from the USAID and Ms. Feryal Aqel to discuss the progress made in the accreditation process for the Principals training and teachers in-service training programs. |
| August 11 | Meeting with NCATE on teacher standards, credentialing and promotion systems |
| August 12 | Meeting with SG on PD |
| August 15 | <p>A meeting was held at CADER's Academy in Aqaba between Ms. Samah Al Qsous, Isra'a Al Khamayseh from IRD and Ibrahim Mahfouz, Muwaffaq Al Torah from CADER. Where the following was discussed:</p> <ul style="list-style-type: none"> - Importance of the cooperation between both parties to make the program succeed. - Making use of parents committee's that are formed by the CMP program to become part of the committee's formed by the training program provided by CADER. <p>Making use of Teacher Student committee's that are formed by the training program provided by CADER to become part of the local community activation project</p> |
| August 17 | Meeting with DTQS on PD |
| August 18 | Teacher recognition Steering Committee |
| August 22 | Meeting between Mary Tadros and Eileen with the SG on Accreditation and teacher standards |
| August 24 | Meeting with ERSP, QRTA, and other organizations on teacher recognition activities |
| August 26 | <p>A meeting was held in the MoE between Mr. Mohammad Zoubi, Mr. Ghazal, Ms. Yousra Al Azzeh, and Dr. Eileen George from CA and Mr. Qais Momani from CADER. Where the following was discussed:</p> <ul style="list-style-type: none"> - Attendance in the Future Teacher Program, Mr. Zoubi promised to follow up with the Field Directorates and provide them with all the lists of absent trainees. - TOT selection process, it was agreed to proceed further and start forming selection committees after the initial filtration of the lists. |
| August 30, 31 | Meeting with MoE, USAID, and ERSP at JSP Aqaba |

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| September 1 | Meeting between IRD/CMP ,CADER and Creative on JSP |
| September 14 | Meeting with IRD on JSP ceremony |
| September 20 | Meeting between ERSP, CADER and Nick Sealy-Reporter |
| September 20 | A meeting was held at the Queen Rania Information Technology Center with Heads of supervision departments in 18 directorates where the following issues were discussed: -Selection process of the schools for the 2nd year implementation for the In-service teachers. -The PD program was introduced and discussed in details. -Stakeholders tasks were distributed and discussed. |
| September 20,21 | Meeting in Aqaba for JSP ceremony and visit by Nick Seely (Reporter) |
| September 27 | A meeting was held in Ritaj Hotel with Heads of FDs in attendance of CADER & CA team, where the 2nd year implementation of in-service PD training was discussed. |
| September 28 | ERfKE 2 meeting on PD convened by SG |
| September 28 | SG task force meeting for PD |
| September 29 | SG task force meeting for development of Teaching and Learning |
| Component 4: Information Use | |
| August10 | JEI financial manager, ERSP financial manager, ERSP COP, and Peter Kapakasa, Creative Associates' financial controller. The meeting discussed issues related to the financial procedures , purchasing, and disbursements |
| August 24 | COP, JEI CEO, JEI head of M&E to discuss the work flow and collaboration on the hands on activities. |
| August 31 | Meeting with Nilmini Rubin from the US senate Committee on Foreign Affairs to know more about the ICT in education. Mr. Nilhan from ERSP attended the meeting in addition to representatives from CADER |
| September 2 | JEI, ERSP COP, YTC team leader to discuss the tracing studies to be conducted in collaboration between the aforementioned parties. |

B. Field Trips

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| Component 1: ECE | |
| July 6,7 | Conducted 2 discussion sessions with KG teachers and principals to review QA System at the Central Region (Madaba, Amman 4) |
| July 14, 15 | Conducted 2 discussion sessions with KG teachers and principals to review QA System at the South Region (Petra and Aqaba) |
| July 19, 20 | Conducted 2 discussion sessions with KG teachers and principals to review QA System at the North Region (Irbid) |
| September 7-14 | Visited the 11 newly renovated KGs (Um Abhara, Hai Al Marahfeh, Um Al Asaker, Idbian, Um AlBirak, Ain Al-Basha, Sulaihi, Um Al-Dananeer, Bab Amman, Um Manee) to arrange KG opening ceremonies with principals and teachers, and assign roles & responsibility |
| September 23, 26 | Supported 6 (Um Al-Dananeer Secondary, Um Al-Dananeer primary, Um Manee, Arwa Bint abd Almutaleb, Al-Abdalieh) KG teaches in organizing the physical environment |
| September 30 | Conducted KG opening ceremony at Al Sulaihi school |
| Component 2.1: MIS | |
| Component 2.2: YTC/ STC | |

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| August 2 | The MD of General Education and the YTC component Leader visited one schools in Aqaba that could host the career center in order to discuss potential solutions for some issues that might hinder the availability of the career center space |
| September 12-16 | Field visits were conducted to the STC schools counselors' rooms in Middle region to set a proper offices room for the counselors |
| September 20-22 | Preliminary field visits with Creative engineers to select the needs Maintained counselors' rooms for both Amman and Irbid Schools |
| September 22 | Visit the Career centers in Irbid 1st and Irbid 2nd directorates to take the measurements for maintenance |
| Component 2.3: YTC/ LS | |
| September 12-16 | Conducting sites visits for the schools playgrounds under renovation, by the consulting engineer with direct follow up to deliver the process in time according the agreements conditions |
| September 19-23 | Follow – up field visits to 15 LStS schools regarding the renovated playground |
| September 24 | Field visits and working on logistical preparation for Mr. Jay Knot visit to AL Mamora school playground |
| October 5 | Creative M&E visit to Sukaina School to observe the first LS training workshop |
| Component 3: PD | |
| July 15 | Jeanne Moulton from Creative HQ, ERSP M&E Manager and PD Component Leader conducted a site visit to Irbid to observe Induction training for new teachers and HED session for scholarship recipients |
| September 1,2 | A collective visit was paid to the Aqaba by Mr. Mark, Ms. Susan Ayari and Ms. Nour Abu Al-Ragheb from the USAID, Dr. Eileen George from CA and Dr. Amin Amin and Mr. Mohammad Hourani from CADER where the following activities took place: <ul style="list-style-type: none"> - A visit was paid to the training program taking place in Al Karamah Secondary Mixed School for Boys. - A meeting was held with the Secretary General of the MoE where issues related to preparing the three new schools with the start of the scholastic year were discussed especially the shortage in teacher numbers. - A visit was paid to the training program taking place in the 10th School. -A meeting was held with Aqaba Directorate Head Dr. Jamil Shequirat where issues related to the new schools were discussed, among these the school books and providing adequate teachers. -A meeting with the three school principals was held to discuss the challenges faced with the beginning of the new scholastic year and preparing a list for the most important school needs. |
| September 21 | Mr. Nicholas Seeley paid a visit to the 8th and Al-Karamah schools where he overlooked some activities presented by the students and teachers. Organizing meetings of Mr. Seeley with Head of Aqaba Directorate, schools principals, teachers and students. |
| September 21 | Organizing Mr. Seeley's visit to the 10th school, where he overlooked the activities presented there, and met with the school's principal, teachers and students. |
| September 23 | Organizing the visit of Mr. Jay Knott USAID Mission Director to the 8th and Al-Karamah Schools where he overlooked the activities presented there, and met with the school's principal, teachers and students. |

C. Consultants

| Dates of consultancy | Name of consultant | Activity |
|---------------------------------------|---------------------|--|
| ERSP General | | |
| 24-May-10 to 30-Jun-10 | Sultan Al Sharfi | To investigate database options and propose the most appropriate solution for the ERSP. Consultancy deliverables included: 1. Vision Scope Document 2. Summary Sheet of Solutions Comparison 3. Proposed Project Plan |
| Component 1: ECE | | |
| May10, 10-present | Dr. Suha Al Hassan | K-3 Comprehensive Assessment |
| May 10, 10-present | Dr. Mahmoud Abu Ali | MoE ECD Policy Review and MoE Capacity Assessment |
| Component 2.1: MIS | | |
| 16-Aug-10 to 20-Oct-10 | JAID PRODUCTIONS | 1-MIS-Online Detailed content modification plan and time table 2- MIS-Online new version (uploaded on EduWave and on CDs) |
| Component 2.2: YTC/ STC | | |
| 17-27-Jul-10 | David James-Wilson | Implementing two ToT workshops with YTC team for CTTs and DTTs |
| Component 2.3: YTC/ LS | | |
| 6-Jul-10 to 29-Sep-10 | Manal Bayyat | Working closely with the YTC team to implement the LStS workshop and activities as well as monitoring the PE teachers in field |
| Component 3.4: Information Use | | |
| 15-Sep-10 (1 Day) | Iman Innab | Iman delivered 1 day training on introduction to qualitative research methods for 15 JEI staff members from the different departments. The main topics covered in the training include: <ul style="list-style-type: none"> • How to take a brief, identify the need for research • A basic theoretical understanding of broad research techniques • Basic introduction to qualitative research • The principles of fieldwork and project management • Moderation skills • a basic understanding of analysis and interpretation of the qualitative data |

Annexes

Quarterly Report Activity Status Chart

Please find attached the **Quarterly Report Detailed Activity Status Chart** in Excel.

Quarterly Financial Report

Please find attached the **Quarterly Financial Report** in Excel.