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EDUCATION REFORM SUPPORT PROGRAM (ERSP) QUARTER 4 YEAR II AND ANNUAL REPORT YEAR II



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Education Reform Support Program (ERSP)

**Quarterly Report
April 1, 2011 to June 30, 2011**

and

**Annual Report
July 1, 2010 to June 30, 2011**

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Executive Summary

This fourth quarterly report for Year two of ERSP covers the period between April 1, 2011 and June 30, 2011 and offers an annual summary for each component area covering the period from July 1, 2010 to June 30, 2011.

As the second year of ERSP draws to a close, the collaboration with the Ministry of Education is exceptionally strong. ERSP staff across components have earned the respect and gained the trust of their Ministry counterparts, and the strength of those relationships is bearing fruit for the project. Component leaders and their staff work seamlessly with Technical Committee leaders, Managing Directors and working group members to implement the various activities of ERSP.

The commitment of the Ministry to the goals of ERSP (and ERfKE more broadly) has never been stronger than under the current leadership of the new Minister of Education, HE Dr. Tayseer Noaimi. In April, ERSP gave a presentation to His Excellency to provide him with an overview of the program. HE Dr Tayseer acknowledged the significant progress made and ERSP's support to the Ministry, as well as the existing challenges. HE the Minister emphasized the necessary shift in roles for the Ministry to take on increasingly more of the responsibility for implementing the activities of ERSP. The outcome of this meeting was a plan to hold a Transition Strategy meeting in July. This meeting will result in a strategy which identifies Ministry resources, timelines and skills needed to manage and sustain the various initiatives transitioned from ERSP to MoE. This is the ultimate goal of ERSP; and, we are pleased to report that we are on track to achieving that aim.

The Early Childhood Education (ECE), Youth, Technology and Careers (YTC), and Professional Development (PD) programs have all demonstrated remarkable accomplishments this year, completing implementation of activities in tight timelines and in the face of unexpected obstacles. The ECE component has made huge strides in ECE policy reform in particular, which will ensure application of higher standards for KG teachers, classrooms, supervisors and Quality Assurance systems that will benefit children in Jordan for years to come. The YTC component faced a change in leadership and managed to complete all of its planned activities for the school year, focusing intently on building Ministry capacity to deliver these programs in the future. The PD component continued to be our most high profile, and the PD team withstood the pressure and close scrutiny consistently throughout the year. They have demonstrated time and again their ability to rapidly and creatively respond with effective solutions to all manner of delay, obstruction and incapacity that they encounter.

The MoE Reform team, comprising Eileen St George, ERSP Chief of Party, Mary Tadros, ERSP Senior Advisor, and Mohammed Hourani, PD Component Leader, has earned itself a seat at the table in the highest level policy discussions at the Ministry. The Director of the Donor Coordination Unit recently commented that ERSP is the only donor project she trusts with significant technical matters, and that trust has been hard-earned by the MoE Reform team. This privileged advisory relationship of the project to the most senior leadership of the Ministry cannot solve every problem however, and bureaucratic inertia continues to bog down the progress on the Data Use for Improved Decision-making component.

The coming quarter, July through September 2011, will be highly significant for ERSP. We will host the Transition Strategy meeting, and submit annual plans and transition solutions for each component which will govern the work of ERSP and the MoE for the next three years.

Acronyms

CADER	Change Agent for Arab Development and Education Reform
CCU	Career Counseling Unit
CL	Component Leader
COP	Communities of Practice
CSB	Civil Service Bureau
CTP	Comprehensive Training Program
CTT	Core Training Team
DCD	Deputy Country Director
DCU	Development Coordination Unit
DCoP	Deputy Chief of Party
DCT	Directorate of Curricula and Textbooks
DTQS	Directorate of Training, Qualifications and Supervision
DTT	Directorate Training Team
DU	Data Usage
ECE	Early Childhood Education
ECD	Early Childhood Development
ECED	Early Childhood Education & Development
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ESP	ERfKE Support Program
FD	Field Directorate
HED	Higher Education Diploma
HS	Hard Spot
ICT	Information and Communication Technology
IR	Intermediate Result
ITG	Integrated Technology Group
KG	Kindergarten
JSP	Jordan Schools Project
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MOICT	Ministry of Information Communication Technology
MOU	Memorandum of Understanding
NCFA	National Council for Family Affairs
PD	Professional Development
PE	Physical Education
PI	Parental Involvement
PIC	Parental Involvement Coordinator
PIS	Parental Involvement Specialist
PMC	Program Management Committee
QA	Quality Assurance
QRC	Queen Rania Center
QRTA	Queen Rania Teacher Academy
SC	Save the Children
SDU	School Development Unit
SG	Secretary General
SOW	Scope of Work

STC	School-to-Career
TA	Technical Advisor
TC	Technical Committee
TF	Task Force
ToR	Terms of Reference
TOT	Training of Trainers
TS	Training Specialist
YLM	Youth Livelihoods Mapping
YTC	Youth, Technology and Careers
WG	Working Group

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Program Description and Goal

A. Overview of the 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; and
- establish a critical mass of schools in which the models and processes have been implemented successfully with full participation of Ministry staff, supervisors, principals and teachers.

B. Program Component Areas

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

1. **Early Childhood Education (ECE):** renovate and furnish 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. A new activity is to provide intensive professional development and whole school development support to the JSP schools.
4. **Data Use for Decision Making (DU):** 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.

C. Summary for the Quarter

In the fourth quarter of the second year of implementation, the Ministry of Education and ERSP continued their close collaboration to deliver services across component areas with attention to quality.

Successes Achieved this Quarter

In the ECE Component, implementation of training for KG teachers and central Ministry ECE personnel continued apace. The highlight of the quarter is that the Ministry endorsed the KG teachers' competencies, and has forwarded the document to the Ministry of Higher Education. These competencies will then be passed to the universities for incorporation into their pre-service education programs. His Excellency the Minister approved most of the policy recommendations put forward by ERSP and will convene the Board of Education to finalize them. The central Ministry QA Division conducted an audit of a sample of 44 KGs and used the feedback from the sample to

enhance the audit tool. The renovations team completed and handed over 39 KGs this quarter, and selected a new contractor for the next cluster.

In YTC, the delivery of MIS-Online wrapped up successfully in 34 schools, marked by visits from an ERSP delegation to see students' exhibitions. The ERSP team worked closely with the MIS Division of the Training Directorate and QRC on the plan to implement the ToT in the coming year. The School to Career program was extremely busy this quarter, with the implementation of Youth Livelihoods Mapping career counseling sessions, 78 Career Days activities, three regional workshops to prepare for student internships, renovation of four career centers and 71 counselor offices, and a signed MOU with Radisson Blu hotel to equip a career center in Aqaba. In the Lifeskills through Sports program, PE coaches implemented activities in 20 schools, and sports area renovation moved ahead.

In the PD component, 1,402 teachers received in-service training this quarter and reported high satisfaction with the program. Working groups in ten schools implemented school improvement projects, demonstrating the sustainability of the training. A total of 118 principals and 306 supervisors benefitted from the leadership training program this quarter. They reported high levels of satisfaction and commitment to implement their schools' visions in the coming year.

The Data Use team identified ten pilot schools and provided them an orientation to the program, in anticipation of the complete EduWave queries. The Ministry Data Use working group approved the parameters of the query and correlation work which is being conducted by contractor ITG. Also this quarter, the Minister sought additional support from the ERSP consultant who advised the Ministry on the data integration problem earlier in the year.

Challenges

During the fourth quarter, the ERSP DCoP Jill Meeks announced her resignation effective July 14, 2011. The project team will move rapidly to identify a replacement.

In the ECE component, the major challenges this quarter related to delays in Ministry action on various items (the comprehensive assessment report and Board approval of ECE policies, for example), the slow progress on the Comprehensive Training Program, and the workload burden on Ministry ECE staff who participate in committees and working groups for several donors and projects. The YTC component faced fewer major challenges this quarter; the most prominent among them were the continued delay of the Ministry regarding the incorporation of MIS-Online into the MIS curriculum, structural challenges associated with implementation of the internship program, and lack of resources to fully equip sports areas.

The PD component faced a particularly challenging quarter due to the circumstances surrounding hostile corporate management of our PD implementing partner, CADER. As a result, several critical personnel on ERSP submitted their resignations to CADER during the reporting period, to take effect in the next quarter. In addition to this management challenge, the implementation of in-service and leadership activities faced small pockets of resistance to the training. Meanwhile, in the Data Use component, progress on developing the queries in EduWave was slow, and the query about classroom behavior had to be dropped due to lack of existing data on this subject in the field.

Associated Actions

The ECE team will continue to push for approvals from the Ministry on the pending items, and aggressively pursue the completion of the Comprehensive Training Program. We will also seek to reduce the number of central Ministry ECE participants on our various working groups, in order to free their time to make substantive contributions to a smaller number of activities. The ECE team

will review training plans with DTQS to ensure proper integration of the ERSP training plan with the Ministry's broader training plan.

The YTC team will prioritize the Hard Spots activity and the MIS tracer study in the coming quarter, while continuing to push for integration of MIS-Online into the MIS curriculum. We will seek Ministry approval of the amended YLM manuals, and hold a recognition ceremony to acknowledge the contributions of our counselors, CTT, DTT and MoE staff for the STC program. Early in the next quarter, the YTC team will implement the student internships.

In order to address the weakened capacity of our PD partner, ERSP contracted a new firm, ASK Arabia, to conduct the JSP school training which will take place early in the next quarter. CADER maintains responsibility for induction training, which will take place for the new cohort in August, in-service training, leadership training and ToT activities. The MoE Reform team will focus in the coming quarter on the strategy to operationalize the Ministry's PD framework, the approval of principal standards, and the development of supervisor and counselor standards. ERSP is also supporting the DCU's reform efforts by seeking a consultant to conduct a mapping and analysis of the various leadership programs in Jordan.

The priority next actions for the Data Use team are to review ITG's work and seek the approval of the Ministry on it. The next step will be to pilot the queries and associated management decision-making support in the ten selected pilot schools.

D. Summary of Year Two

This section presents an overview of ERSP's successes, challenges, and actions to address those challenges in the coming year. These represent a cumulative process of the last twelve months which have resulted in solidified collaboration with the Ministry and steady progress on ERSP goals and objectives. Implementation activities are increasingly led by Ministry personnel, which ERSP staff in a supporting and guiding role.

Successes Achieved this Year

After a slow start in Year One, the ECE Component took off in Year Two, with many major successes which will have far reaching impact for early childhood education in Jordan. The Ministry reviewed and approved the majority of ECE policies which developed based on the initial ECE policy paper presented to HE the Minister. The Ministry developed and approved capacity building plans for MoE central staff, and 16 participants received training on project and program management. 61 KG opening ceremonies were conducted. The ECE team conducted a comprehensive assessment of the K-3 physical environment and teacher's knowledge and attitudes in relation to child development, and the Ministry mapped all ECE training programs and started developing a Comprehensive Training Program for KG teachers. The Ministry developed and endorsed a physical environment training module, and approximately 85 teachers received training on it. The KG teachers' competencies were developed, endorsed, and sent to MoH to circulate it to universities. Training of Trainers (ToT) materials were developed, and 21 Core Training Team (CTT) members received training on the new materials.

The ECE team and the Ministry developed the G1-3 program based on the KG parental involvement (PI) program. 20 PICs received training, and they in turn have trained 220 teachers and principals in the pilot phase. The program was piloted in 27 schools in eight directorates. Approximately 3,600 KG parents volunteered in KGs and 100 G1-3 parents volunteered in the G1-3 pilot. In the Quality Assurance activity, the Ministry revised the QA manual and auditing tool, and trained approximately 1,400 principals and teachers on the newly revised manual. 350 QA manuals were printed and distributed to new KGs. A sample of 44 KGs was audited by the central

QA Division with support from ERSP. Finally, the ECE team and the Ministry developed and produced the first ERSP KG newsletter. Over 4,000 copies were distributed.

The YTC Component had a very successful year, despite facing the challenge of a leadership transition in the middle of the year. The delayed implementation resulting from the leadership transition was overcome by the team working hard in the spring to pack everything into a condensed schedule. The *Pathways to the Future, Youth Livelihood Mapping* and career counseling activities were implemented successfully this year with the full support of the Ministry. 15 DTT and 63 counselors participated in YLM training. PE teachers led LSTS sessions in 20 schools and approached other neighboring schools to expand the impact of the program. 78 schools implemented Career Day activities, with more emphasis than before on encouraging the counselors to approach the private sector in their local communities. PPP fundraising efforts continued, capped by the successful agreement with Radisson Blu to finance construction of a career center in Aqaba. The Ministry, Field Directorate and school personnel displayed commitment and enthusiasm for the various YTC activities throughout the year. MIS-Online modules were reviewed, revised and approved by the Ministry for implementation in 39 MIS stream schools. The MIS team conducted training for teachers, principals and supervisors in all schools. A total of 18 exhibitions displayed students' MIS-Online related projects at the end of the school year.

The PD team successfully trained 1,121 new teachers in 19 Field Directorates in the Induction training and provided on-site support throughout the year to support the new teachers. The team worked closely with the Ministry to select the schools for the In-service school-based training, and implemented it successfully for 123 schools in 18 Field Directorates. The team successfully implemented the Foundations Leaders training program in 16 FDs, involving 376 supervisors in the four workshops. The General Leaders training program (also known as the “future leaders program”) was implemented in 17 FDs.

The PD team also collaborated closely with the USAID-funded Jordan Schools Project (JSP) to deliver an orientation for students, parents, teachers and principals and on-site support to staff at three newly constructed schools this year. The content of the orientation included establishing a vision and mission, building commitment to the new school, effective use of building space, etc. ERSP plans to deliver the training to 13 additional schools in the coming year. The MoE Reform team made huge strides this year, in particular identifying and reviewing existing standards for teacher and principals. The MoE Reform team developed principals' standards jointly with QRTA and the MoE and prepared a strategy for the Ministry to operationalize the approved PD framework. The MoE Reform team has provided continuous technical assistance to high level MoE committees addressing various reforms.

Progress has been slow on the Data Use component, but the ERSP DU team can point to a few critical accomplishments this year. The first relates to the central Ministry's data use data integration problem. ERSP contracted a consultant who prepared an invaluable report outlining the details of this problem. His report was well received by the Ministry, and he has been asked to provide some follow-up advice as a result. The second relates to progress on the school-level data use for decision-making challenge. ERSP has decided to focus its support on building queries in EduWave based on existing data, so that principals may have access to useful information in real time. This year, ERSP identified the desired queries by discussing them with a focus group of principals, selected a contractor to prepare the queries in EduWave and selected a small group of pilot schools to implement it next year.

Major Challenges this Year

The ECE team faced delays in implementing the ERSP plan because there are many demands being placed on central Ministry ECE staff. They are expected to be part of all ECE working groups, and

are responsible for approving all ECE materials. Moreover, the individuals' commitment to meetings was insufficient. The team also faces a challenge in lack of coordination of with the K-3 Training Division: their training plan is still being developed without involving the ERSP ECE team. Finally, the management of the G 1-3 PI program needs improvement, particularly in relation to coordination with the field directorates.

As discussed above, YTC faced a change in Component leadership this year, and the team rose to meet the challenge admirably. The new Component Leader has stepped into the role seamlessly and is proving to be an effective leader. Because of this interruption in leadership and condensed timeline to implement activities in the spring, the YTC team focused most of its efforts on the implementation of activities and gave less attention to the policy issues associated with the Component.

In the PD implementation, difficulties in the selection of schools for the in-service training, and in the naming of new teachers for the induction training caused delays; however the team effectively sought solutions and was able to overcome these obstacles. Teacher absenteeism was a t problem in isolated locations. Attendance varied widely by school and Field Directorate. In some places with effective FD and school leadership, attendance was consistently high and teachers demonstrated a positive attitude. In other cases where leadership is lacking, turnout was low and teachers proved resistant to change.

The Data Use component continues to face multifaceted political obstacles. After the submission of the consultant's data integration problem definition report, the Ministry has not moved forward to assume responsibility for finding the solution. In the development of queries in EduWave, questions of ownership have persisted between the Ministry and ITG, the implementing contractor. These unresolved issues continue to obstruct progress, but the ERSP Data Use team is pushing ahead nevertheless.

Associated Actions

The ECE team will request to reduce the size of working groups so that they can work in parallel on the multiple activities associated with ECE. They will review training plans with DTQS to ensure proper integration to ERSP plan with the MoE plan, and work closely with the G1-3 PI focal point to ensure proper management of the program.

The YTC team will use the summer months to take stock of their progress and re-focus on the policy issues associated with the Component. They will prioritize steps to increase Ministry ownership of all YTC activities through the transition strategy process. Further focus is needed this year on strategies to institutionalize the STC program such as career counseling competencies and the QA system and accreditation of career counseling training.

The PD team will focus intensively in the next quarter on the next round of JSP school orientation which is set to begin in July. Induction training for new teachers will be conducted in August, before the start of the school year. In-service, leadership training and ToT will continue during the school year. The MoE Reform team will continue to push for adoption of principal standards, next steps on the PD framework, and progress on clarifying the Ministry's various leadership programs.

The Data Use team will follow up with ITG in anticipation of the completed queries, and develop a training program for the principals of the selected pilot schools to implement this year. The consultant will continue to provide advice and support to the Ministry as they consider their options for resolving the data integration problem at the central level.

Program Component Activities and Progress

For each component and sub IR area, key activities and successes, challenges, and actions to be taken are identified. At the end of each component section, an annual Year Two summary is offered. A detailed chart of Program Components, Tasks and Sub-activities and their status pertaining to this quarter is attached in Annex 1.

E. 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 early years of schooling, and enhance the KG quality assurance system. 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 Grades 1-3 (G1-3) teachers in a thematic approach to the curriculum and in methods that take into account the developmental learning needs of this age group.



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Objective 1.1 Strengthened Capacity of Ministry ECE Staff

Successes Achieved in Quarter 4

- His Excellency the Minister has approved the majority of policy options presented to him by the ECE team in the revised policy paper that he requested. The ECE team supported the KG Director to prepare the summary to be presented to the Board of Education in July for their approval and endorsement.
- The central ECE Ministry staff capacity building plan was developed and approved. A total of 16 participants attended the "Project and Program Management" workshop.

Challenges

- There were delays in presenting the ECE policies to the Board of Education as we waited for HE the Minister to invite the Board to meet.

Actions to be taken

- Launch the ECE Policies Review Report in a national workshop, to be conducted upon approval of the Board of Education.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 4

- The ECE team presented the Comprehensive Assessment report (assessing K-3 physical environment, and G1-3 knowledge and attitudes regarding child's development) to the MoE, and sent a final report with the requested amendments.

- The ECE team worked closely with Seward to develop a complementary Arabic language e-module on organizing and managing the KG physical environment.
- The ECE team distributed the opening ceremonies guideline and materials for 20 KGs. All KGs conducted the opening ceremonies.
- All the KGs from Cluster 3 (39 KGs) were renovated and furnished. The renovations team completed the MoE hand over of the 39 KGs in Cluster 3.
- The ERSP Procurement Committee selected a new contractor for Cluster 4.
- The MoE identified four ECE training centers for small scale renovation and equipping.



Challenges

- The MoE has not yet approved the Comprehensive Assessment report due to MoE ECE staff being involved in multiple working groups.
- There was a delay in installing and organizing the furniture for the KGs in Cluster 3 due to the *Tawjehi* exams.
- One of the ECE training centers in Aqaba is under construction. We expect it will be ready in the next quarter.

Actions to be taken

- We will follow up on our May request to the Ministry for approval of the Comprehensive Assessment report.
- We will enter some of the schools during the *Tawjehi* exams, but the remaining will wait until after the *Tawjehi* is finished.
- We will wait to renovate the Aqaba ECE training center until the construction is finished.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

The Physical Environment (PE) trainings were conducted this quarter in the South Region, including JSP schools. The attendees were satisfied with the PE program and indicated that they would like similar trainings in the future. A working group was formulated to develop the Comprehensive Training Program (CTP), yet the process is very slow therefore making very little progress. Another working group has been formulated to work on revising and enhancing the existing supervision tool that will be integrated into the QA System supporting the technical aspects of the system.



Successes Achieved in Quarter 4

- 34 teachers from Karak and Aqaba Governorates received training on managing and organizing the KG physical environment.
- The ECE team received from the consultant the second phase of ToT materials which included the roll out plan for training.
- The CTP working group was formulated and began work on the development of the CTP.

- The supervision tool is being revised to be integrated into the QA system, and will allow identification of the KG supervisors' competencies.
- The ECE team signed a contract with the National Music Conservatory to develop a training module on music.
- The MoE endorsed the KG teachers' competencies and forwarded the document to the Ministry of Higher Education in order to circulate it to the Jordanian universities. The universities will then take the competencies into consideration when designing their pre-school programs.

Challenges

- After forwarding the KG teachers' competencies to the MoHE, no follow up measures were taken to ensure implementation of the process of applying the competencies at the universities.
- CTT members were not selected by the MoE due to teacher strikes and unavailability of transportation, which delays setting a plan for their capacity building.
- The MoE postponed conducting the ToT training for the second group of suggested CTT members to the next quarter due to their engagement in trainings and exams.
- DTQS staff members are still not fully committed to attending meetings and following up on the CTP progress.
- DTQS is not taking the lead in scheduling working group meetings. Instead, they sometimes ask the ECE team to invite working group members to meetings.
- Supervisors could not commit fully to attending the PE trainings due to their engagement in other activities.
- The MoE DTQS K-3 Training Division had already developed their training plans without the involvement of the ERSP team.

Actions to be taken

- Follow up with decision makers at MoE and MoHE to ensure that they encourage the application of these competencies in universities.
- Finalize the supervision tool and merge it within the QA System.
- Urge the MoE to accelerate the process of selecting the CTT.
- Ensure that the CTP working group is committed to meetings by raising the issue with the DTQS Managing Director.
- Reinforce the MoE to become more active in issuing formal letters and sending them to the field at appropriate time to ensure appropriate attendance at trainings.
- Ensure the attendance of the KG supervisors in all PE trainings, by including supervisors in the invitation letter from the Ministry and working with the central K-3 Supervision Division to ensure supervisors' attendance.
- Request that all training activities are to be planned with the participation of the ECE team, to ensure that the ERSP plan is integrated into the DTQS plan.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 4

- The ECE team conducted focus group discussions with G 1-3 parents, teachers, and principals to gather feedback about the program. The findings were very positive from all participants who implemented the program in the pilot phase.

- The ECE team has identified priority areas for the ECD packages which respond to the findings of the Readiness Assessment results. The ECE team organized a meeting with relevant Ministry of Health (MoH) staff members. The MoH provided the ECE team with more information and materials to support the development of the ECD packages.



Challenges

- The G 1-3 focal point at the central MoE is not managing the program as expected in relation to communication with the field directorates.
- Although the materials and information provided by the MoH are valuable, there is still a need to assess at-risk directorates to properly address the health issues.

Actions to be taken

- Work closely with the G 1-3 focal point to strengthen her capacity to manage the program.
- Agree with the MoE and partners on a mechanism to collect more information from the at-risk directorates.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved in Quarter 4

- A sample of 44 KGs was audited by the QA central division with support from the ECE team, using the enhanced auditing tool.
- The supervision tool was developed; a guiding manual is under development to ensure proper usage of the tool.

Challenges

- The ECE team requested a working group be formed for revisions to the QA manual. However, Ministry ECE personnel needed to revise the manual are also involved in the CTP, the supervision tool, the 2012 plan, and the transition plan. These activities require a lot of their time.

Actions to be Taken

- The ECE team will study the possibility of inviting a working group from MoE staff whom are not engaged in other ECE activities.

ECE OVERVIEW SUMMARY FOR YEAR 2

Major Successes Achieved this Year

- The Ministry reviewed and approved the majority of ECE policies which developed based on the initial ECE policy paper presented to HE the Minister.
- The Ministry developed and approved capacity building plans for MoE central staff, and 16 participants received training on project and program management.
- 61 KG opening ceremonies were conducted.
- The ECE team conducted a comprehensive assessment of the K-3 physical environment and teacher's knowledge and attitudes in relation to child development. The report was

presented to the SG, modifications were requested and the final report was submitted to the MoE.

- The ECE team and the Ministry mapped all ECE training programs and started developing a Comprehensive Training Program for KG teachers.
- The Ministry developed and endorsed a physical environment training module, and approximately 85 teachers received training on it.
- The ECE team developed an e-module on organizing and managing the physical environment and revised it based on feedback.
- The ECE team contracted the National Music Conservatory to undertake the development of the KG music module.
- The KG teachers' competencies were developed, endorsed, and sent to MoH to circulate it to universities.
- Training of Trainers (ToT) materials were developed, and 21 Core Training Team (CTT) members received training on the new materials.
- The ECE team and the Ministry developed and produced the first ERSP KG newsletter. Over 4,000 copies were distributed.
- The ECE team and the Ministry developed the G1-3 program based on the KG parental involvement (PI) program. 20 PICs received training, and they in turn have trained 220 teachers and principals in the pilot phase. The program was piloted in 27 schools in eight directorates.
- Approximately 3,600 KG parents volunteered in KGs and 100 G1-3 parents volunteered in the G1-3 pilot.
- The Ministry revised the QA manual and auditing tool, and trained approximately 1,400 principals and teachers on the newly revised manual.
- 350 QA manuals were printed and distributed to new KGs.
- A sample of 44 KGs was audited by the central QA Division with support from ERSP.

Major Challenges this Year

- The ECE team faced delays in implementing the ERSP plan because there are many demands being placed on central Ministry ECE staff. They are expected to be part of all ECE working groups, and are responsible for approving all ECE materials. Moreover, the individuals' commitment to meetings was insufficient.
- The K-3 Training Division plan is still being developed without involving the ECE team.
- The management of the G 1-3 PI program needs improvement, particularly in relation to coordination with the field directorates.

Associated Actions

- Request forming smaller working groups so that they can work in parallel on the multiple activities associated with ECE.
- Review training plans with DTQS to ensure proper integration to ERSP plan with the MoE plan.
- Work closely with the G1-3 PI focal point to ensure proper management of the program.

F. 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 teachers and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors (personal management skills).

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved in Quarter 4

- The MIS team conducted 19 schools visits in cooperation with the MoE MIS-Online school visiting team. These visits were carried out to monitor and observe MIS-Online in-class implementation and to record its successes as well as its challenges. The team visited a total of 28 schools out of 34 schools that teach MIS-Online. QRC issued a school visiting report.
- Fifteen schools throughout the country conducted 18 MIS-Online exhibitions. (One school hosted four exhibitions.) Representatives from USAID, the MoE, and the private sector visited the exhibitions and celebrated the students' successes.
- The ERSP MIS team and the Training Directorate MIS division agreed on the coming MIS-Online ToT program including its timing and participants. The MoE QRC plans to deliver MIS-Online in two schools from every field directorate, and in all MIS schools in one field directorate. The plan needs to be approved in order to proceed with the ToT planning and preparation activities.
- ERSP formed a MIS Tracer Study working group consisting of two MIS supervisors and four curriculum directorate members.
- ERSP in cooperation with JEI developed the Tracer Study implementation plan, as well as university and workforce tracer study tools.
- ERSP conducted an introductory meeting for MIS field supervisors to ask them to assist with data collection for the Tracer Study. ERSP will develop a Tracer Study database that will allow better student recording processes and tracking.



Challenges

- The Ministry has not reached an agreement about the in-class implementation of MIS-Online.
- The ToT and the MIS-online training will be carried out after Ramadan, when school is already in session.

Actions to be taken

- Follow up with MoE on the policy document regarding the MIS-Online in class implementation strategy.
- Develop MIS-Online TOT plan and manual.
- Conduct the TOT as well as the MIS-Online training.
- Begin to collect data on students' current status for the Tracer Study.
- Begin the Hard Spots Identification exercise. This will be done in two ways: 1) by interviewing teachers about what they find to be the hardest subjects to teach; and 2) by analyzing the results of *Tawjehi* exams.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 4

Pathways to the Future

- The lead Ministry trainers completed the Pathways to the Future training for the remaining counselors in cycle 1.
- The YTC team developed the PPP and PI framework, and activities need to be developed based on this framework. The next step is for the activities to be integrated in the existing Pathways to the Future manuals.

Youth Livelihoods Mapping

- The Ministry and the YTC team developed YLM materials for grades 8-11 and reviewed them in coordination with the MoE YTC technical committee. The YTC team and the technical committee worked together to integrate the amendments into the manuals.
- The lead Ministry trainers trained 78 counselors on the YLM manual and the materials for grade 11th. Counselors implemented career counseling sessions on YLM with grade 11th students and the CTT monitored the implementation.



Career Days

- 78 schools implemented Career Day for the second time. The counselors engaged the local business communities to organize this activity, and significant support was provided by ERSP and the CTT in monitoring the implementation.

Internship

- The Ministry and the YTC team developed the student internship module, which includes forms for counselors, students, and work supervisors. The module focused on legal and safety issues, learning outcomes and skills, and roles and responsibilities of counselors, parents, students and work supervisors.
- Three regional workshops were conducted with 63 counselors and principals to prepare for the implementation of the internship program.
- The internship program will be implemented with 7-8 11th grade students from each participating school. (Students must be in 11th grade because the Jordanian labor law does not allow students under 16 years old to work.)
- The ERSP team worked intensively with the private sector to gain their approval to host the students' internship program, to support schools which couldn't approach the business sectors because of weak relations.
- Principals and counselors organized meetings with parents to introduce the internship program and to gain their approval on their children's participation.

Renovation

- The renovation works were completed in four FD career centers.
- The renovation works were completed in 71 school-based career counseling offices.

General Component Management

- The YTC team completed the assessment of 126 schools to select 110 for the second cycle of STC program.
- The YTC team developed monitoring and evaluation tools that have been approved by Ministry for use by the CTT and DTT during the implementation of career counseling.
- The YTC team distributed toolkits to the schools for use in career counseling sessions.

- Signed MOU with Radisson Blu Hotel to equip Career centre at Aqaba School.

Challenges

- Safety and legal issues are critical for the internship program, because there are no clear regulations or procedures at the MOE to ensure the safety issue of students outside of school. To address this concern, the YTC team issued an insurance contract to ensure safety for all participating counselors and students.
- Gender was an obstacle in the internship program; some parents (especially in the rural areas) didn't want their daughters to participate in certain workplaces such as hotels.
- Many of the 11th graders declined to participate in the internship program which will be implemented this summer, because they registered for summer preparatory courses for *Tawjehi*.
- Some counselors complained about working on the internship program during their summer holiday.
- Counselors requested financial incentives for their participation in the internship program during the summer holiday.
- The *Tawjehi* exams prevented us from delivering the furniture and computers to the schools on time.
- One of Amman schools (Jbaha Secondary School for Boys) was not renovated and furnished because they divided the school into primary and secondary.



Actions to be taken

- Organize a recognition ceremony to acknowledge all the counselors, CTT, DTT and MoE staff for their efforts during the implementation of STC program in cycle 1.
- Implement students' internships in the last two weeks of July.
- Evaluate the implementation of the internship program and share the results with the technical committee at the Ministry.
- Send list of STC schools for cycle 2 to the Ministry.
- Work with the central Ministry on counselors' competencies.
- Design an implementation plan for the activities which will be started in first semester.
- Send the amended YLM manuals to the MoE for approval.
- Integrate the PPP and PI activities into the STC manuals.
- Include next batch of counselor rooms in the coming renovation cluster.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 4

- PE coaches in 20 schools implemented the LSTS sessions.
- Each PE coach trained 1-3 adults on LSTS program from the neighboring schools and the community.
- The CTT implemented monitoring tools during the implementation of LSTS sessions.
- Community activities in the 20 schools focused on games and competitions between students more than sports festivals.
- The YTC team assessed 90 sports areas and selected 30 schools for the second cycle of the sports areas renovation.
- The YTC engineering team completed assessments of opportunities and challenges for 11 sports areas.

- After conducting many meetings with the MoE Engineering Department and vendors, all the required specifications for sports areas were agreed upon.

Challenges

- The YTC team wasn't able to visit all the 20 schools to monitor the implementation of the LSTS due to their engagement in the assessment, training and STC activities in the limited time they have. But the CTT attended the sessions and implemented monitoring tools to measure learning outcomes.
- The YTC team does not have enough resources to equip all the LSTS schools with heavy equipment such as posts and boards, so an intensive fundraising plan will be initiated the coming year to address this.
- The YTC team and MOE staff carried out handover visits to the playgrounds in the first cycle schools.
- The YTC team was not able to enter schools during *Tawjehi*.



Actions to be taken

- Send list of 30 selected schools to MoE for their approval.
- Develop PPP and PI materials to be integrated into the manuals.
- Develop fundraising plan to support the LSTS activities and facilities.
- Enhance community activities in the second cycle of the program.
- PPP and PI modules should be developed and integrated in the LSTS manual to mobilize the local community to support the LSTS activities at the community level and to support upgrading of the facilities.
- Continue work in schools after the *Tawjehi* exams.

YTC OVERVIEW SUMMARY FOR YEAR 2

Major Successes Achieved this Year

- The Ministry approved the curriculum and materials of *Pathways to the Future*.
- Selection of 110 schools for the second cycle from 126 nominated schools.
- The YTC team trained 78 counselors on *Pathways to the Future*.
- *Pathways to the Future* sessions were implemented in 78 schools in 2010-2011 academic year.
- The Ministry developed and reviewed YLM materials for grades 8-11.
- 15 DTT and 63 counselors participated in YLM training.
- YLM sessions were implemented at school levels with grade 11th students.
- Career days were implemented in all 78 schools with more networking with business institutes.
- The YTC team and the Ministry developed the internship module and trained 63 counselors on it.
- LSTS sessions were implemented in 20 schools after school hours as an extracurricular activity.
- The private sector made major contributions this year, through sponsorship of playgrounds and career counseling centers as well as their support in the Career day and Internship activities.

Major Challenges this Year

- Continued changes in MOE leadership.
- Change in YTC component leadership.
- Teachers' strikes, especially in the South region, delayed the implementation of some STC activities.
- *Tawjehi* exams delayed certain activities due to the engagement of most of MOE staff in the monitoring process.
- The Ministry agreed to pay trainers instruction fees for LSTS program, but did not actually pay them.
- The MoE raised concerns about safety and liability for the students' internship program.

Associated Actions

- Gradual scale up plan in cycle 1 cluster should be planned and integrated in the MOE plan to sustain the STC program at the national level and to ensure the gradual transition of the programs.
- Mentorship plan is intended to be developed at the MOE to sustain the STC program in the 78 schools.
- The timeline of implementing the activities should be planned within the MoE timeline to avoid any delay, especially with the increase in the number of schools in cycle 2 to 110 schools.
- Fees for the counselors (DTT) and PE instruction should be approved and integrated in the MOE budget before the beginning of the scholastic year 2011-2012.
- Career counseling sessions should be scheduled in the counselors' scholastic plan.
- Further focus is needed this year on strategies needed to institutionalize the STC program at MoE such as career counseling competencies and the QA system and accreditation of career counseling training.

G. Program Component Area 3: Professional Development and Credentialing

The Professional Development and Credentialing Component is considered by the Ministry 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 development approach. ERSP is also implementing a professional development 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.



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

No update was submitted for the Induction Program this quarter.

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

Successes Achieved in Quarter 4

- In-service specialized training was finished in 18 FDs with 71 sections for different subjects.
- 1,402 teachers attended the training and were satisfied based on the results of the satisfaction survey.
- Teachers implemented at least one class successfully with the support and supervision of Master trainers.
- Trainees designed thousands of lesson plans where ICT was integrated with new pedagogies.
- 196 follow up visits were implemented for the 1st cycle of schools. Each school was visited seven times in total.
- Working groups in more than ten schools implemented school projects after the training was completed, which indicates the sustainability of the training. Also in these schools, teachers show a high level of performance implementing lessons which integrate ICT with new pedagogies. In general we conclude that the sustainability of the training and the impact of it is observable in more than 50% of first year schools.



Challenges

- We faced a limited number of attendees in different FDs - only 1,402 out of 2,016 registered trainees.
- Teachers from four schools didn't attend any in-service workshop:
 1. Prince Mohammad primary school – Zarqa 1
 2. Jwaideh primary school – Amman 3
 3. Um Alwaleed Secondary school – Aljeeza
 4. Irenba Algharbyeh School – Aljeeza
- During the follow up visits some principals were not supportive and refused to work with the master trainers. They complained that they have many other tasks, especially those in southern FDs.
- Teachers and principals of more than ten schools were angry because they were not selected to join the ToT program or to get the HED scholarship.
- In some schools, most of trained teachers moved to new schools, so the impact of the training was lost at the original school.

Actions to be taken

- Focus more on the role of trainees who got the HED scholarships to support the ERSP in the follow up visits for the second year.

Objective 3.3 Change Leadership Training for Principals and Supervisors

Successes Achieved in Quarter 4

- A total of 118 principals attended the principals' specialized training in ten sections. All 118 principals managed to complete their schools' visions and planned to implement this vision for the coming year. Based on the satisfaction survey analysis, the principals reported a high degree of satisfaction with the training.

- 306 supervisors in 17 FDs attended the supervisors' specialized training. The participating supervisors displayed a high level of commitment and satisfaction, they started thinking and planning for new follow up methodologies with teachers in the field.



Challenges

- Principals of Northeast Badia didn't attend the training.
- Supervisors of Northwest Badia were very negative, and they attended the training only because they were being forced by their head of Supervision. They complained that they already trained.

Actions to be Taken

- No report on Actions to be Taken was submitted.

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

Successes Achieved in Quarter 4

- Identified and reviewed existing standards for teacher and principals. The MoE Reform team developed principals' standards jointly with QRTA and the MoE. These standards were also shared in focus group discussions with principals. The final draft is being processed at the MoE for approval.
- ToT trainees completed the shadowing stage in the field.
- ToT trainees gained the technical tools to become professional trainers handling the implementation of the MoE training programs in the field.

Challenges

- Seven ToT trainees did not commit to attend the activities for various reasons, such as leaving Jordan or being retired or not being able to leave their work at activity times.
- A small number of ToT trainers attended the onsite support activities because they could not leave their schools in the early morning.

Actions to be taken

- MoE Reform team to start working with the Ministry on supervisor and counselor standards.
- Update MoE with final list of qualified ToTs to plan for utilizing them.

Objective 3.5: School Professional Development for JSP Schools

Successes Achieved in Quarter 4

- Four training workshops were implemented with schools principals (three trainees). Principals managed to share their experience during this semester, and they managed to come up with common problems and work to solve them.

Challenges

- Prepare for implementation in the next quarter in a very tight timeline.

Actions to be Taken

- No report on Actions to be Taken was submitted.

PD OVERVIEW SUMMARY FOR YEAR 2

Major Successes Achieved this Year

- The PD team successfully trained 1,121 new teachers in 19 Field Directorates in the Induction training. On-site support was then provided throughout the year to support the new teachers. Trainees designed and implemented hundreds of lessons with the new pedagogies and integrated ICT skills.
- The team worked closely with the Ministry to select the schools for the In-service school-based training. It was implemented successfully for 123 schools in 18 Field Directorates.
- The team successfully implemented the Foundations Leaders training program in 16 FDs, involving 376 supervisors in the four workshops. The General Leaders training program (also known as the “future leaders program”) was implemented in 17 FDs, with the training being field directorate-based and six sessions implemented per location, engaging a total of 460 supervisors and principals.
- ERSP collaborated closely with the USAID-funded Jordan Schools Project (JSP) to deliver an orientation and on-site support to staff at three newly constructed schools. The content of the orientation included establishing a vision and mission, building teachers, students, parents, and principals’ commitment to the new school, effective use of building space, etc. ERSP plans to deliver the training to 13 additional schools in the coming year.
- The ERSP MoE Reform team made huge strides this year, in particular identifying and reviewing existing standards for teacher and principals. The MoE Reform team developed principals’ standards jointly with QRTA and the MoE and prepared a strategy for the Ministry to operationalize the approved PD framework. The MoE Reform team has provided continuous technical assistance to high level MoE committees addressing various reforms.



Major Challenges this Year

- Difficulties in the selection of schools for the in-service training, and in the naming of new teachers for the induction training caused delays in implementation; however the team effectively sought solutions and was able to overcome these obstacles.
- Teacher absenteeism was a persistent problem in trainings. However, attendance varied widely by school and Field Directorate. In some cases, with effective FD and school leadership, attendance was consistently high and teachers demonstrated a positive attitude. In other cases where leadership is lacking, turnout was low and teachers proved resistant to change.

Associated Actions

- The next round of JSP school orientation will begin in the next quarter.
- Induction training for new teachers will be conducted in August, before the start of the school year. In-service, leadership training and ToT will continue during the school year.

- The MoE Reform team will continue to push for adoption of principal standards, next steps on the PD framework, and progress on clarifying the Ministry's various leadership programs.

H. Program Component Area 4: School Based Management improved through 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 inhibiting productive use of data to inform decision making. ERSP will work at the school level to support principals in their use of data with their teachers and local stakeholders to provide pedagogical leadership and improve instruction and student achievement. The team will help field directorate planners support principals in the analysis and decision making process in addition to strengthen their own capacity in this regard. ERSP is also building local capacity for data-based decision-making by supporting the Jordan Education Initiative to develop an independent research capacity.

Objective 4.0 Preliminary Steps for Data Usage

Activities associated with the Preliminary Steps for Data Usage have been completed and next steps are now being pursued in Objective 4.1 and 4.2.

Objective 4.1 Improved Capacity at the School Level

Successes Achieved in Quarter 4

- After contracting ITG to develop seven queries and seven correlations, ERSP and ITG conducted several meeting with the MoE working group to identify requirements to develop the queries. All requirements were approved by the MoE working group and the development phase began. ITG is in the process of developing queries related to repetition, student attendance, teacher attendance, teacher-student ratio, student achievement and other correlations that will assist school-level decision-making.
- The Data Use team and the MoE identified ten Data Use pilot schools and introduced the principals and individuals responsible for EMIS in each school to the work to be done under this component and the objectives of the program.

Challenges

- The classroom behavior ratio was postponed due to lack of information about field practices.

Actions to be Taken

- Review ITG's work and seek MOE working group approval on it.
- Identify correlation requirements and request the MoE Examination Directorate to participate in the correlation development activity.
- Pilot the developed queries and correlations in the pilot schools.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 4

- After approving the IT integration report, the MoE requested ERSP and the consultant to attend a meeting with HE the Minister and other Managing Directors to agree on next steps to support the Ministry's EMIS plan and data utilization efforts. HE the Minister asked the consultant to meet with the Managing Director of QRC and the Managing Director of the Planning Directorate in order to develop the decision summary paper. ERSP coordinated the meeting, developed and submitted the paper to the MoE, and no action has been taken yet.

Challenges

- The political nature of the data integration problem makes progress on this activity particularly slow.

Actions to be Taken

- ERSP stands ready to advise and assist the Ministry on pursuing the recommendations of the consultant, if the Ministry decides to do so.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 4

- The JEI in collaboration with the MoE and MoICT completed the data collection for the ICT survey.
- The JEI drafted the tools for the MIS tracer study.
- The JEI acquired new resources for their new research and analysis center.
- Two JEI staff members attended a training course in SPSS.
- Two JEI staff members attended a proposal development workshop.
- One staff member attended a quality measurement tools course.

Challenges

- The JEI needs assistance to achieve its vision of developing its own an education policy and data center. It is seeking technical assistance from outside Jordan to prepare the strategic plan and operational approach to build this center.

Actions to be Taken

- The next step in the ICT survey is data analysis.
- The JEI will start working with the MoE to map the ICT in Education programs in Jordan.
- Identify a consultant to help designing the education policy and data center.

DATA USE OVERVIEW SUMMARY FOR YEAR 2

Major Successes Achieved this Year

- The Data Use team pursued Component 4 on two tracks: 1) to address the problem of access to useful information for decision-making at the central level; and 2) to address the problem of principals' access to useful information for decision-making at the school level.
- In Year 2, the Data Use team engaged a consultant to write a report describing the data integration problem at the Ministry. The report was well received and the Ministry will now

determine if it wishes to pursue a true solution to the problem based on the findings presented in the report.

- The Data Use team also developed data queries to be built into EduWave, which will enable principals to have access to data for decision-making in real time. The team engaged a contractor to develop the queries in the system, and the process is now underway.

Major Challenges this Year

- The politics associated with information management and access continues to restrain progress on both tracks of activities.

Associated Actions

- ERSP will follow up with the Ministry to determine their commitment to address the central data integration problem.
- ERSP will review the deliverables from ITG, plan and implement a training at the pilot schools to help principals use this new tool in an effective way.

Result and Deliverables Status

The consolidated Performance Monitoring Report (PMR) for year 1 and year 2 as well as the Targets and Deliverables Component sheets are attached.

Training

#	Training Program Name	Description of Training Program/ Field of Study	Date		Training Type	Facility City / Venue	Cost			Trainee Information			Additional Comments
			Start	End			Instruction	Travel	Trainee	Group Name	No. Female	No. Male	
Component 1: ECE													
1	ERSP/ECE Component	PE training	23-May-11	01-Jun-11	3days training	Karak/ Teachers' Club at karak/ Al Manshyieh School	285.45	240		KG teachers	13		1 supervisor
2	ERSP/ECE Component	PE training	23-May-11	01-Jun-11	3days training	Karak/ Teachers' Club at karak/ Al Manshyieh School	247.05			KG teachers	21		2 supervisors
Component 2: YTC/ STC													
1	ERSP/ YTC	STC/ Pathways to the Future Workshop	3-Apr-11 9:00Am	6-Apr-11 2:30Pm	interactive, discussions, simulation sessions and group work	Irbid / Safia bint Abd Al Mutaleb School	A lump Sum of 5288.5 \$			MoE School Counselors and Students			
2	ERSP/ YTC	STC/ Administrative support workshop	7-Apr-11 9:00 Am	7-Apr-11 2:00 PM	Orientation session and group works	Irbid / Teachers Club	A lump Sum of 1253.2 \$			MoE School Principals and Counselors			
3	ERSP/ YTC	STC/ Pathways to the Future Workshop	10-Apr-11 9:00Am	13-Apr-11 2:30Pm	interactive, discussions, simulation sessions and group work	Aqaba /Al Ashreh School	A lump Sum of 4870 \$			MoE School Counselors and Students			
4	ERSP/ YTC	STC/ Administrator support workshop	14-Apr-11 9:00 Am	14-Apr-11 2:00 PM	Orientation session and group work	Al Ashreh School / Aqaba	A lump Sum of 1102.9 \$			MoE School Principals and Counselors			
5	ERSP/ YTC	STC/ Administrator support workshop	17-Apr-11 9:00 Am	17-Apr-11 2:00 PM	Orientation session and group works	Amman / Teachers Club	A lump Sum of 1553.9 \$			MoE School Principals and			

#	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	
										Counselors			
6	ERSP/ YTC	STC/ YLM Workshop	24-Apr-11 9:00 Am	28-Apr-11 2:00 PM	Scaffold and applied learning sessions, teamwork, simulation sessions with the students and private sector employees	Afamia Hotel / Irbid	A lump Sum of 4485 \$			MoE School Counselors and Students			
7	ERSP/ YTC	STC/ YLM Workshop	24-Apr-11 9:00 Am	28-Apr-11 2:00 PM	Scaffold and applied learning sessions, teamwork, simulation sessions with the students and private sector employees	Amman / Sadeen Hotel	A lump Sum of 6678.5 \$			MoE School Counselors and Students			
8	ERSP/ YTC	STC/ YLM Workshop	2-May-11 9:00 Am	5-May-11 2:00 PM	Scaffold and applied learning sessions, teamwork, simulation sessions with the students and private sector employees	Tafiela / Dana Guest House	A lump Sum of 3931.5 \$			MoE School Counselors and Students			
9	ERSP/ YTC	STC/ YLM Workshop	2-May-11 9:00 Am	5-May-11 2:00 PM	Scaffold and applied learning	Aqaba / Double Tree Hilton Hotel	A lump Sum of 3353 \$			MoE School Counselors			

#	Training Program Name	Description of Training Program/ Field of Study	Date		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Start	End		City / Venue	Instruction	Travel	Trainee	Group Name	No. Female	No. Male	
					sessions, teamwork, simulation sessions with the students and private sector employees					and Students			
Component 3: PD													
1	Specialized In-service Training	The program is targeting In-service teachers, aims to provide them with needed knowledge and skills needed to integrate new pedagogies with ICT in the classroom.	14-Mar-11	09-Jun-11	workshops and onsite support	71 sections in 18 FDs, with 4 sections in each FD in average, these sections include teachers from five different subjects (science & math, civics, computer & MIS, Languages, and 1,2,3 grades teachers)				71	964	438	Total number of attendees 1402
2	Supervisors Specialized	The program is targeting supervisors in FD in different subjects, focusing on demonstrating of new roles of supervisors as mentors and coaches	04-Apr-11	28-Apr-11	workshops	17 sections in 17 FDs, the training was centralized in the FDs center, or in schools selected by FDs				17	89	217	Total number of attendees 306
3	Principals Specialized	The program is targeting principals of schools, focusing on the new role of principals as a leader, and demonstrating	25-Apr-11	09-Jun-11	workshops	10 sections were formed from 17 FDs, each two FD in north and middle were collected in one				10	84	34	Total number of attendees 118

#	Training Program Name	Description of Training Program/ Field of Study	Date		Training Type	Facility	Cost			Trainee Information			Additional Comments
			Start	End		City / Venue	Instruction	Travel	Trainee	Group Name	No. Female	No. Male	
		new follow up mechanisms, also focusing on planning, and teachers' evaluation.				section, while in south there was a section in each FDs.							
4	JSP principals training	The training focused on sharing experience between the three principals.	continued from previous quarter	17-Jun-11	workshops	each workshops in one of the JSP schools				1	2	1	
Component 4.3 Strengthened Monitoring and Evaluation of the JEI													
1	SPSS	Attended an SPSS course	16-May-11	13-Jun-11		Her Majesty's Office, Amman	1,400	\$0	\$0	JEI	1	1	This was tailored course organized by her Majesty's Office and it last for 10 days
2	Quality Improvement Tools	To provide the participants with the knowledge and practical skills on quality measurements, developing control charts, and then using the proper quality tools and techniques to improve and sustain quality.	25-Jun-11	27-Jun-11		Amman, Jordan	1,400	0	0	JEI	1	0	
3	Proposal Development	Center for Development Excellence	27-Jun-11	28-Jun-11		Amman, Jordan	695	0	0	JEI	1	1	

Project management

I. Meetings with Stakeholders

Date	Participants and Meeting Topic
ERSP General:	
3-Apr-11	USAID coordination meeting to discuss collaboration with CMP
5-Apr-11	COP met with DCU-regular update
5-Apr-11	ERSP met with Swedish International Development Cooperation Agency (SIDA) to discuss work they are doing in Jordan People with Disabilities
9-Apr-11	DCOP and Program Coordinator met at MoE to discuss Special Education in Jordan
10-Apr-11	Partners Meeting on Inclusion of Persons with Disabilities in USAID Programs
11-Apr-11	Meeting with MIUSA in AED conference room
13-14-Apr-11	MIUSA Workshop with MoE and ERSP/ECE
14-Apr-11	COP attended IT Systems integration for Ministry of Education
18-Apr-11	COP attended New School Committee Meeting at MoE
20-Apr-11	Met with Ahmad Dweidar (M&E Consultant for MoE)
21-Apr-11	Meet with Rob Maroni-CD Mercy Corps to discuss consultancy on Inclusive Education in Jordan
27-Apr-11	ERSP presentation to HE The Minster at MoE
1-5-May-11	DCOP attended Comparative and International Society Conference (CIES) in Montreal, Canada with USAID Education Team Leader and representatives from ERSP/PD component
16-May-11	USAID Partner's meeting-Quality Assurance Presentation by Lina Sharkas at AED Civil Society Project Offices
22-May-11	ERSP representatives attended AED Civil Society Program CCT Graduation Certification Ceremony at the Sheraton
14-Jun-11	Met with Kristen Layton from Perkins Schools to discuss People with Disabilities-(PWD) in Jordan
16-Jun-11	Meeting with Aqaba Community and Economic Development Project (ACED) at Creative
Component 1.1: ECE	
Apr-11	Meeting with MoE/KG Dep. To finalize the list of cluster 4
Apr-11	Meeting with MoE/KG Dep. To finalize the specification of the wooden furniture
3-Apr-11 5-May-11	MoE /ERSP to modify and set KG instructions and regulations for the public KGs
5-Apr-11	MoE /NCFA/ ERSP to discuss the accreditation QA system of the KGs
6,18-Apr-11	MoE/ERSP to discuss the topics of the 6 th KG newsletter
11-Apr-11	MoE /ERSP to set up next steps regarding G 1-3 PI program roll-out plan in ERSP schools in North and South regions
14-Apr-11	MoE /ERSP to set next steps regarding KG PI Program activities(certificates) and roll –out plan)
17-Apr-11	MoE /ERSP QA meeting to revise the checklist indicators and the audit schedule
19-Apr-11	MoE /ERSP QA meeting to identify major/minor nonconformities in the Audit Checklist
20-Apr-11	MoE /ERSP QA meeting to revise the audit schedule
28-Apr-11	MoE K-3 counterpart /ERSP PIP to discuss the acknowledgment certificates for PI volunteers, teachers, parents, principals and PICs
28-Apr-11	ERSP attended ERFKE II meeting with WB
9, 16- May-26, 30,	MoE /ERSP to prioritize and set topics of Comprehensive Training program

Jun-5, 7 Jul-11	(CTP) and initiate work on the Training guide
18-May-11	MoE /ERSP newsletter meetings to select topics, edit and finalize
18-May-11	MoE /ERSP to attend presenting the final report submitted by ERSP consultant on assessing the learning environment in public kindergarten and G1-3
19-May-11	MoE /NCFA/ERSP QA meeting to discuss the KG accreditation draft documents
22-May-11	MoE /ERSP QA meeting to discuss the audit report draft
23-May, 29-Jun-11	ERSP/National Music Conservatory to discuss the ToRs, training plan and signing of agreement
29-May-11	MoE /ERSP QA meeting to analyze the audit data
30-May-11	ERSP/ partners meeting to discuss communication strategy
2-Jun-11	Ministry of Health/ECE to discuss means of cooperation regarding ECD packages
6-Jun-11	MoE /ERSP QA meeting to prepare the draft of the audit report and to formulate the QA manual revising committee
8, 12, 16-Jun-11	MoE /ERSP meeting to revise the supervision tool
13-Jun-11	MoE DCU /ERSP to discuss future ECE plans
15-Jun-11	MoE/ERSP to present future ECE plans for all relevant MoE staff members
Component 2.1: YTC / MIS	
4-Apr-11	Meeting QRC e-learning schools visiting team to agree on schools visits schedule, QRC digitization division and ERSP
4-May-11	Introducing MIS tracer study concept paper to MoE Curriculum Manager. Participants: ERSP, JEI and MoE CD
10-May-11	Introducing MIS Tracer study initiative to MoE field supervisors and distributing MIS tracer Study contact information tool. Participants: 16 MIS Supervisors, MoE curriculum and training, JEI and ERSP
6-Jun-11	Mentoring Samma school MIS-Online exhibition. Participants: MOE HE the minister, MoE fields directorates managers, parliament representatives, local community and ERSP
Component 2.2: YTC / STC	
Apr-11	Meeting with MoE/Specification Dep. To finalize the specification of the wooden furniture
3-Apr-11	A meeting took place with Jordan aviation to host the students for the internship program
4-Apr-11	A meeting took place with the head of counseling division to discuss the technical elements and procedures of conducting the activities in STC program such as the internship, the administrative support workshops for principals
6-Apr-11	A meeting took place with ZARA holding to host the students for the internship program
11-Apr-11	A meeting took place with the head of counseling division Eman Al Ajam to discuss the upcoming YLM workshops, and coordinated with her on the main specifications for the CCCs and Counselors' offices renovations
12-Apr-11	A meeting took place with Housing Bank to host the students for the internship program
13-Apr-11	A meeting took place with Marriot, Kempinski, Holiday Inn resorts at Dead sea to host the students for the internship program
24-Apr-11	YLM planning meeting with CTT and DTT was conducted to discuss training strategies and tools for YLM workshops
25-Apr-11	A meeting took place with Cairo Bank to host the students for the internship program
10-May-11	A meeting took place with the counselors division to discuss the improvement

	of YLM manuals
12-May-11	Conducted internal meetings to plan for the Career Day and Internship programs
18-May-11	Conducted a preparatory meeting with the CTT members regarding the career day activity and Identified the roles of counselors and CTT to conduct the career day event and mentor the implementation of the activity
18-May-11	Meetings with Kempinski Hotel Amman, Virgin radio, Bank of Jordan, Royal Jordanian to participate in Suweileh's School Career Day
18-May-11	Meeting took place with DCU component 3 coordinator Khawla Hattab to review the STC work plan
30-May-11	Conduct three meetings with counselors and principals in all regions in 63 schools to explain the Students internship implementation plan
30-May-11	Visit to Electricity Company in Irbid to Students Internship
31-May-11	Met with Hamada Abed Salam the ERSP Engineering Manager to finalize the list of the 24 renovated playgrounds in the coming years based on the initial assessment and their distribution in all the governorates
6-Jun-11	Met with Legal Department at MOE to discuss the Safety procedures at MOE regarding the students internship program
6-Jun-11	Met with Training Director at MOE to discuss the accreditation of the counselors STC training hours
15-Jun-11	Meeting took place between Creative COP and DCOP and SC CD and PD and YTC team leader to discuss further enhancement of STC program
21-Jun-11	Met with the Technical committee to revise the grade 8 th YLM manual
23-Jun-11	Met with Technical committee to revise grade 9 th YLM manual
Component 2.3: YTC / LStS	
Apr, May & Jun-11	Meeting with MoE/Engineering Dep. And Activity Sport Dep. To finalize the specification of the Sport Areas renovation works and equipments
12-Apr-11	Met with Potash Company to get the playground renovation donation cheque
29-May-11	A meeting took place with the GD of activities Department Dr Sabah Nawaiseh to introduce the LSTS activities and Discussed the challenges facing the assessment phase of the LSTS schools
21-Jun-11	Met with the head of sports section to discuss and finalize the needed documents that required to be sent from the field after implementing LStS sessions
27-Jun-11	Meeting with Jordan Islamic Bank to host Students Internship program Bseira
28-Jun-11	A meeting took place with MoE activities directorate, right to play, British Council and LStS / YTC in coordination with UNICEF to nominate MoE TC from the field to revise the programs' manuals that have been developed from the above organizations to choose manuals to train all the P.E teachers in the public Schools
29-Jun-11	Met with Phosphate Company for LSTS donation
Component 3: PD	
5-May-11	Reviewed ATS&R report with CDM
26-May-11	Met with Nour on PD M&E TOR
Component 4: Data Use for Decision Making	
5, 7-Apr-11	Meeting MoE Planning Directorate committee to review and approve queries development requirements. Participants: MoE planning committee, ERSP and ITG
12-Apr-11	Meeting with MoE planning Directorate committee to review and approve queries development requirements. Participants: MoE planning committee, ERSP and ITG

14-Apr-11	Meeting ITG to update ERSP on the query development project statuses. Participants: ERSP and ITG
3, 10-May-11	Review ERSP's IT consultant report. Participants: ERSP IT consultant, ERSP, MoE
3, 5, 8, 16, 18, 26-May-11	Meeting MoE Planning Directorate committee to review and approve queries development requirements. Participants: MoE planning committee, ERSP and ITG
1, 15, 20, 23, 27, 29, 30-Jun-11	Meeting MoE Planning Directorate committee to review and approve queries development requirements. Participants: MoE planning committee, ERSP and ITG
19-Jun-11	Meeting MoE minster and managing directors to agree on Data Integration following steps. Participants: MoE minster and managing directors, NCHRD, ERSP IT consultant and ERSP
Component 4.3 Strengthened Monitoring and Evaluation of the JEI	
5-May-11	The meeting was attended by Eileen, Haif, and Osama. The purpose of the meeting was to discuss the MIS tracer and the involvement of the JEI
15-May-11	The meeting was attended by Nilhan and Osama to discuss the tools of the MIS tracer and the preparation for the meeting with the MIS supervisors

J. Field Trips

Date	Details
Component 1.1: ECE	
4, 5-Apr-11	ECE/ to coordinate and deliver the KG opening ceremonies materials to (Mu'tah, Mazar, Mahumadia, Shahabeyah, Al Waqedi and Iraq Schools) at Karak and Mazar Directorates
6-Apr-11	ECE/ Creative to select the training centers for the Central Region (Amman 1 st Directorate)
6, 7-Apr-11	ECE to coordinate and deliver the KG opening ceremonies materials to(Qaser, Sarfa, Qatraneh, Al Hamediah schools) Karak, Qaser and Mazar Directorates
11-Apr-11	ECE/ Creative and MIUSA team to meet with parents of children with disabilities at Salhoub School and visit their KG classrooms
19-Apr-11	ECE/ to visit Al Mansheya and Mu'tah KG classrooms at Karak and Al Mazar Directorates to ensure proper PI program implementation and to meet the volunteers
19-Apr-11	ECE/ to support Al Mansheya and Mu'tah schools at Karak and Al Mazar Directorates in conducting the KG opening ceremonies
26-Apr-11	ECE / to support Iraq school at Mazar Directorate in conducting its KG opening ceremony
Apr-June-11	Supervise and follow-up the renovation works in cluster 3
Apr-Jun-11	Deliver furniture to Irbid cluster 3
Apr-May-11	Site assessment for cluster 4
10, 11-May-11	ECE/ Creative to capture success stories from Al-Nuzha and Al Mustanidah School regarding the PI Program
15-May-11	ECE/ to observe G 1-3 volunteers at Petra School Amman 3
7-Jun-11	PI G1-3 FGD sessions with school principals, teachers and volunteers
Component 2.1 YTC/ MIS	
3, 5, 11, 14, 17, 18, 19, 20, 21, 26-Apr-11	MIS-Online schools visits (Islamic college, Al Farouq, Muwaqqar, Hashimiyye, Samma, Wadi Mousa, Ma'an, Aqaba, Qasir, Mu'ta and prince al Hasan). Participants: MoE and ERSP
2, 9, 12-Apr-11	MIS-Online schools visits (Ein Al Basha, Balqa, Safiyye, Ramtha and king Husein). Participants: MoE and ERSP
5, 16, 17, 19, 23, 24, 30, 31-May-11	Mentoring MIS-Online exhibitions (Islamic college, Ein Jaloot, Hashimiyye school, Muwaqqar, Aydoun, Mu'ta, Qasir, Um Al Hasheem, Prince al Hasan, Rusaifa). Participants: USAID, ERSP, MoE, Community
Component 2.2: YTC / STC	
Apr- Jun- 2011	Supervise and follow-up the renovation works in cluster 1
7-Apr-11	Visited Khaled Bin Waleed school at Irbid to select the CC
10-Apr-11	Visited the contractor showroom that will provide the furniture for the CCCs and the counselors offices to determine the wooden furniture and chairs colors
13-Apr-11	Visited Al-Karaj in Irbid Directorate school to attend Career counseling session
14-Apr-11	Conducted administrative support day for principals in Central area
14-20-26-Apr-11	Visited Suweileh School to choose the CCC room in coordination with MOE and Creative
19-Apr-11	Visited Shafeeq al Rasheed school in Irbid Directorate to attend Career counseling session

19-Apr-11	Schools visits to 5 schools in Irbid 1 to distribute toolkits
20-Apr-11	Visited Dogara school - Irbid 1 to attend Career counseling session
27-28-Apr-11	Visited two schools at Tafila Directorates to attend Career counseling sessions
8-May-11	Visited 3 schools at Tafila and Bsaira Directorates to attend Career counseling sessions and distribute the toolbox
8-9-May-11	Visited Schools in Amman 2 to distribute the toolkits
10-May-11	Visited one School in Tafila to attend the Career counseling session
11-May-11	Visited one School in Bsaira to attend the Career counseling session
12-19-May-11	Visited 8 schools at Aqaba, Tafila, Hasa, South Shouna to attend the Career counseling sessions
17-May-11	Assessments Visits were done to 6 Schools at Amman 1
19-May-11	Assessments Visits were done to 8 Schools at Amman 1
22-29-May-11	Visited cycle 1 Schools in South Shouneh, Amman, Irbid, Tafila, Aqaba, Bsaira to mentor the career day implementation by all the team and in coordination with CTT
30-May-11	Conducted three parallel visits to three areas to explain the Internship implementation plan for counselors and principals in 63 schools
31-May-11	Assessment Schools visits to 3 schools at Eian Albasha Directorate
1-2-Jun-11	Assessment Schools visits to 6 schools at Eian Albasha Directorate
8-Jun-11	Assessment Schools visits to 2 schools at Irbid 2 Directorate
9-Jun-11	Assessment Schools visits to 2 schools at Bani Kanana Directorates
12-Jun-11	Assessment Schools visits to 3 schools at Ramtha Directorates
15-Jun-11	Assessment Schools visits to 4 schools at Mowaqar Directorates
15-Jun-11	Visit to Al Thamina School in Aqaba to finalize the selection of the CCC
20-Jun-11	Visit to Al Rama School in Al Shouneh with Creative to see the CCC after renovation
20-Jun-11	Visit to Career Counseling Centers with IT manager and ERSP engineers to inspect renovation and installation of IT equipment
27-29-Jun-11	Visits to southern Shouneh, Irbid 1 and Irbid 3, Amman 2 to gather the Career Day forms and invoices
Component 2.3: YTC / LStS	
6-Apr-11	DCOP visited Pathways training in Irbid
7-Apr-11	COP went to Irbid to visit an MIS-Online exhibition
11-Apr-11	Traveled with MIUSA to visit KG
Apr-Jun-11	Site assessment for 10 Sport areas
5-6-Apr-11	Assessment visits to 5 schools at North Aghwar Directorate
7-Apr-11	Joined the engineers to asses Kufur Soom school
11-Apr-11	Assessment visits to 4 schools at Irbid 3 Directorate
12-Apr-11	Assessment visits to 4 schools at Ajloun Directorate
13-Apr-11	Visited Hitteen School to observe and mentor the implementation and provide TA to the coaches and CTT member during their meeting with parents and local community regarding the LStS program
28-Apr-11	Assessment visit to one school at Southern Aghwar Directorate
8-May-11	Assessment visit to one school at Southern Aghwar Directorate
10-May-11	Assessment visits to 4 schools at Southern Shouna Directorate
11-May-11	Assessment visits to 3 schools at Deir Alla Directorate
11-May-11	Assessment visit to 3 school at Shoubak Directorate
12-May-11	Assessment visits to 4 schools at Rsaifeh Directorate
15-May-11	Assessment visits to 3 schools at Deir Alla Directorate
18-May-11	visits to 4 schools at Amman to handover the playgrounds with the MOE representatives

22-May-11	Assessment visits were done to 5 schools at Zarqa Directorate
23-24-May-11	Assessment visits were done to 8 schools at Madaba Directorate
5-6-Jun-11	Assessment visits were done to 4 schools at Qaser Directorate
13-Jun-11	visits were done to 7 schools at Mafraq and Irbid to handover the playgrounds with the MOE representatives
7-Jun-11	Assessment visits were done to 5 schools at Petra Directorate
8-Jun-11	Assessment visits were done to 5 schools at Ma'an Directorate
14-Jun-11	Joined the engineers to asses 3 schools at Madaba,Karak and Ma'an Directorates
15-Jun-11	Visited 5 schools at Tafila and southern Aghwar to handover the playgrounds with the MOE representatives
Component 3: PD	
1-Jun-11	Zarqa Education Forum and Teachers' Recognition Event
Component 4: Data Use	

K. Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1.1: ECE		
12-30-Jun-11	Dr. Mahmoud Abu Ali	Capacity Building Training on Project & Program Management
Jun-Dec-11 (22 days)	National Music Conservatory	Interactive Kindergarten Music Training Module
Component 2.2: YTC/ STC		
22-May-11 3:00pm - 4:00 pm	David James Wilson	A distance technical Assistant to put the framework of PPP & PI approaches and discuss the main concepts in this module
28-May-2011	David James Wilson	PPP & PI outline were submitted
14-Jul-11 3:00pm - 4:45pm	David James Wilson	<ul style="list-style-type: none"> - A distance technical Assistant to discuss the PPP & PI module and ways forward to integrate their activities in the ToT manual and pathways to the future manual - Discussed the outline of the counselor's competencies
Component 4.3: Strengthened Monitoring and Evaluation of the JEI		
No consultancies took place for the period of April 1 - June 30, 2011		

Annexes

L. Quarterly Report Activity Status Chart

The Quarter 4 Detailed Activities Charts for all components are attached.